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COMO LENGUA EXTRANJERA

**The Use of Role-Play to Improve the Speaking Skill of Undergraduate Students
within an EFL Communicative Classroom Context**

**Tesis previa a la obtención del Grado de
Magíster en Lingüística Aplicada a la
Enseñanza de Inglés como Lengua Extranjera**

Autora:

Ing. Ana Isabel Andrade Chacón

CI: 0102132610

Director:

Mgtr. Gerardo Esteban Heras Urgilés

CI: 0301453239

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RESUMEN

Varios estudios reportan las dificultades que presentan los estudiantes al hablar inglés, atribuidas mayormente a falta de vocabulario, falta de motivación o miedo de hablar. Por ello, se ha visto la necesidad de implementar metodologías en el aula que motiven a los estudiantes a hablar y mejorar la utilización del idioma. Debido a que role-play ha sido recomendado por varios autores para solventar estos problemas, esta técnica fue implementada en una clase de inglés como lengua extranjera conformada por 20 estudiantes universitarios, con la finalidad de mejorar su destreza al hablar inglés. El estudio combina un análisis cuantitativo y cualitativo de los datos obtenidos y se llevó a cabo durante un período aproximado de 8 semanas correspondiente a 39 horas de clase. Cada estudiante fue evaluado a través de un examen oral al inicio y final de la intervención y, a través de pruebas de Wilcoxon, se evidenció un incremento significativo en sus niveles de competencia oral. Además, los estudiantes respondieron dos cuestionarios con preguntas abiertas dirigidas a conocer su opinión sobre el uso de role-play. Sus respuestas indicaron que el método les permitió hablar y practicar el inglés de manera constante y divertida. Por ello, se puede concluir que la aplicación de role-play tuvo efectos positivos en la mejora de la destreza oral en las clases de inglés a nivel universitario. Sin embargo, a pesar de que los estudiantes adquirieron confianza a lo largo de las intervenciones, el nerviosismo al hablar se mantuvo como un factor común.

Palabras clave: Dramatización, Role-play, destreza de hablar, Enseñanza de lenguaje comunicativo (CLT), inglés como lengua extranjera (EFL).



ABSTRACT

Many studies have reported EFL students' difficulties when speaking English in the classroom. These difficulties have been attributed to factors such as lack of vocabulary, lack of motivation, or fear of speaking. Role-play is one of the many techniques that have been used in an effort to overcome reticence and improve students' speaking skill. Based on the support role-play has garnered in past research, the present study attempted to implement it in an EFL university course as a means of improving the speaking skill of 20 students. This mixed-methods study was conducted over approximately eight weeks during 39 one-hour class sessions. The intervention consisted of five lesson plans that included role-play as their main speaking task. Students were assessed with a speaking pre-test to determine their initial speaking skill and a speaking post-test at the end of the intervention to determine the effect of role-play on their speaking skill. The results from both tests were compared through Wilcoxon signed-rank tests and showed an increase in the students' mean oral proficiency scores. Open-ended questionnaires revealed participants enjoyed speaking and practicing English through the various role-play activities conducted. From the results, it was concluded that role-play had a positive effect on improving the participants' speaking skill in the university classroom. However, even though students were more confident when performing role-play activities by the end of the intervention, nervousness associated with speaking in public remained a constant factor.

Key Words: Drama, Role-play, speaking skill, oral proficiency, Communicative Language Teaching (CLT), English as a Foreign Language (EFL).



TABLE OF CONTENTS

RESUMEN	2
ABSTRACT	3
ACKNOWLEDGEMENTS	11
DEDICATION	12
INTRODUCTION.....	13
DESCRIPTION OF THE STUDY	18
1.1. Background.....	18
1.2. Justification of the Study	19
1.3. Purpose of the Study	20
1.4. Objectives	21
1.4.1. Aim.	21
1.4.2. Specific objectives.	21
THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	23
2.1. A Brief History of Language Learning Theories and Methodologies ...	23
2.2. The Input Hypothesis and the Output Hypothesis.....	25
2.3. Communicative Approach or Communicative Language Teaching (CLT)	26
2.4. Task-Based Language Teaching (TBLT)	28
2.5. Cooperative Language Learning (CLL).....	28
2.6. The Speaking Skill	29
2.7. Drama, Role-play, and Simulation	30
2.7.1. Drama.....	30
2.7.2. Role-play.	30
2.7.3. Simulation.....	31
2.8. Criticisms of CLT and Role-Play	32
2.9. Considerations about Approaches, Methods, and Techniques	35
2.10. Empirical Studies on Role-Play	36
2.10.1. Development of the speaking skill through role-play.	38
2.10.2. Higher thinking skills through role-play.	43
2.10.3. Effect of role-play on self-confidence, motivation, and anxiety. ...	44
METHODOLOGY	47
3.1. Type of Study.....	47
3.2. Participants	48
3.3. Ethical Concerns.....	49
3.4. Exclusion Criteria	49
3.5. Data Collection Instruments and Pilot Tests	50



3.5.1. Pre-test and post-test.	52
3.5.2. Individual role-play scores.....	54
3.5.3. Questionnaires.	54
3.5.4. Teacher's journal.	55
3.6. Procedure	55
3.7. Intervention	56
3.8. Role-Plays.....	58
3.8.1. Module One: It's a very exciting place.....	59
3.8.2. Module Two: It really works!.....	61
3.8.3. Module Three: May I take your order?	62
3.8.4. Module Four: The biggest and the best!.....	64
3.8.5. Module Five: I'm going to a soccer match.	66
DATA ANALYSIS AND RESULTS	68
4.2. Biodata Analysis	70
4.3. Speaking Pre-test and Post-test Results	72
4.3.1. Comprehension.	74
4.3.2. Fluency, grammar and vocabulary.	76
4.3.3. Pronunciation.....	80
4.3.4. Summary of the results from speaking pre-test and post-test.	81
4.3.5. Role-play scores.....	82
4.4. Students' Insights and Opinions Regarding Role-Play.....	83
4.4.1. Role-play questionnaires.	83
4.4.2. Teacher's journal.	89
4.4.2.1. <i>Preparation</i>	89
4.4.2.2 <i>Procedures</i>	89
4.4.2.3. <i>Outcomes</i>	91
DISCUSSION.....	93
5.1. Influence of Role-Play on the Students' Speaking Skill.....	94
5.2. Students' Perception of Role-Play	98
5.3. Additional Concerns.....	101
5.3.1. Memorization.....	101
5.3.2. L1 use when preparing dialogues.....	102
CONCLUSIONS.....	103
6.1. Limitations of the Study and Recommendations	104
6.2. Implications	106
REFERENCES.....	109



APPENDICES	124
Appendix A: Participant's Bio-data – General Information	124
Appendix B: Consent Form	126
Appendix C: Rubric for Oral Exams	127
Appendix D: Pre- Test: Placement Conversation Test.....	128
Appendix E: Post-test: Final Speaking Test.....	129
Appendix F: Role-play Scores – Rubric for Speaking in class	130
Appendix G: First Questionnaire	131
Appendix H: Final Questionnaire	133
Appendix I: Lesson Plans	134
Lesson Plan – Module 1 - Unit 11 – It's a very exciting place!.....	134
Lesson Plan – Module 2 - Unit 12 – It really works!.....	139
Lesson Plan – Module 3 - Unit 13 – May I take your order?	144
Lesson Plan – Module 4 - Unit 14 – The biggest and the best!	148
Lesson Plan – Module 5 - Unit 15 – I'm going to a soccer match	152
Appendix J: Authorization	158
Appendix K: Role-play Scenario 1	159
Appendix L: Role-play Scenario 2.....	160
Appendix M: Role-play Scenario 3.....	161
Appendix N: Role-play Scenario 4	163
Appendix O: Statistical Tests – Normal Distribution.....	164



LIST OF TABLES

Table 1. Students by Age Groups	70
Table 2. Students' Self-Perception of Their Knowledge of English	71
Table 3. Students Who Have the Opportunity to Practice English Outside the Classroom	71
Table 4. Speaking Pre-test and Post-test Descriptive Statistics	72
Table 5. Speaking Pre-test and Speaking Post-test Results.....	73
Table 6. Asymptotic Significance – Speaking Pre-test and Post-test	74
Table 7. Comprehension Pre-test and Post-test Descriptive Statistics	75
Table 8. Wilcoxon Signed-Rank Test for Comprehension Pre-test and Post-test ...	75
Table 9. Comprehension Test Statistics	76
Table 10. Fluency Descriptive Statistics	76
Table 11. Grammar Descriptive Statistics	77
Table 12. Vocabulary Descriptive Statistics	77
Table 13. Wilcoxon Signed-Rank Test for Fluency	77
Table 14. Test Statistics Fluency	78
Table 15. Wilcoxon Signed-Rank Test for Grammar	78
Table 16. Test Statistics Grammar	79
Table 17. Wilcoxon Signed-Rank Test for Vocabulary	79
Table 18. Test Statistics Vocabulary	79
Table 19. Pronunciation Descriptive Statistics	80
Table 20. Pronunciation Wilcoxon Signed-Ranks Test	80
Table 21. Pronunciation Test Statistics	81
Table 22. ANOVA of One Factor	82
Table 23. ANOVA Between Sample Means and Within the Samples	83



LIST OF FIGURES

Figure 1. Student's Feelings before the Presentation and Reasons for Being Nervous	84
Figure 2. Student's Feelings after the Presentation and Reasons for Feeling Good	85
Figure 3. Role-Play Can Help Feeling Relaxed When Speaking English	85
Figure 4. Students' Opinion about Role-play Preparation and Group Work	86
Figure 5. Teacher's Role during Role-Play.....	86
Figure 6. Comparison between Convergent and Divergent Role-Play Models.....	87



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Ana Isabel Andrade Chacón

C.I:010213261-0



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Cuenca, septiembre de 2017

Ana Isabel Andrade Chacón

C.I: 0102132610



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INTRODUCTION

In a globalized world, the need for communication has increased to a point where English is now spoken by millions of people either as a first, second, or foreign language. English has been recognized as a “lingua franca;” that is, a language used by speakers of different nationalities whose languages are not mutually understandable. The use of English has been widely accepted to meet worldwide communication requirements in areas such as business, diplomacy, technology, or science, thus creating a growing demand for English language programs to meet the needs of users around the world (Mauranen, 2009; Richards & Rodgers, 2014; Piercy, 2012).

The importance of teaching and learning the English language has been recognized by the Ecuadorian government as well. The Ministry of Education has designed a new curriculum intended to strengthen the teaching of English as a Foreign Language as part of the country’s educational policy (Ministry of Education, 2013). One of its basic principles specifies the need for teaching the language for communicative purposes through the emphasis of speaking skills development for oral communication (Ministry of Education, 2016).

Wells (2009) has stated that in learning their first language, children depend on experience and the opportunity to practice the structures they hear and the functions of the language. This is consistent with Swain’s (1993) output hypothesis that language acquisition takes place when producing language and with Howatt’s (1987) version of the communicative approach that claims language is learned by using it. Therefore, providing learners with the opportunity to practice and produce



language in communicative contexts can be considered essential for language acquisition.

Oral expression, i.e., speaking, involves a series of skills aimed at interacting orally with other people by using sounds and language structures with the purpose to convey meaning and thus attain communication (communicative competence). Speaking also involves knowing when and how to produce language (sociolinguistic competence) (Bygate, 1987; Holmes & Brown, 1976). Yet, even though speaking is one of the four main skills in English as a Foreign Language (EFL) teaching and learning along with listening, reading and writing, it has been reported that the speaking skill has often been neglected or underdeveloped in English teaching in many countries (Azadi, Aliakbari, Azizifar, 2015; Liu & Littlewood, 1997; Nunan 1998). In the Latin American context, studies by Cohen & Fass (2001) and May, Quijano & Ferrer (2014) have implied that speaking is usually considered the most challenging skill for a variety of reasons that include students' reluctance, fear of making mistakes, lack of motivation, and lack of knowledge, among others, which have led to (or have been the result of) deficiencies in speaking instruction.

Given the issues associated with speaking in the language classroom, the aforementioned scholars have suggested several techniques aimed at overcoming these types of problems. Among them, drama and role-play have been suggested to have a positive effect on the development of the oral expression skill (Gill, 2007, 2013; Haruyama, 2010; Ladousse, 2004; Magos & Politi, 2008). Ladousse (2004) has defined role-play in EFL teaching and learning as an activity in which students represent a real person or themselves in a real-life situation with the purpose to



practice the language. The term role-play also encompasses drama (usually associated to theatrical representations) and simulation (enactment, imitation).

Research related to the topic of the speaking skill in the English language classroom in Ecuador appears to be scarce and in the form of undergraduate and master's theses that have mostly been conducted in elementary and high school settings. For example, Luna (2011) and Naranjo (2015) have reported on the need of developing the speaking skill in different schools and academic programs in the Ecuadorian context. Reticence in the English classroom and the need to improve students' speaking skills has also been observed in many academic courses at the University of Azuay, even though English for communicative purposes is a compulsory subject to obtain an undergraduate degree.

Therefore, the present research study was conducted as an attempt to find out whether the use of role-play had an influence on the speaking skill of 20 undergraduate students enrolled at a level 2 English as a Foreign Language (EFL) class at the University of Azuay in the School of Business Administration. Level 2 is equivalent to A2 – according to the Common European Framework of Reference (CEFR). This means that students enrolled in a level 2 class possess an A1 level according to the CEFR at the beginning of the course. At the end of the semester, after successfully completing the course, students should be in the process of acquiring A2- level. The study also intended to provide an insight on students' opinions regarding the implementation of role-play in the classroom. Thus, a mixed-methods approach was incorporated to offer a broader analysis of quantitative and



qualitative data. The study involved an eight-week intervention that was conducted over the course of the March – July 2016 semester.

Role-play activities were carried out in the EFL classroom to encourage students to improve their oral communication skills by means of practicing the language in close-to-real-life situations. After the intervention, an increase in speaking proficiency was observed, as well as a positive perception of the technique among the students.

This study includes five chapters that describe the background, literature review, methodology, data analysis, discussion, conclusions, and recommendations regarding the implemented activities.

Chapter one features a description of the study that includes the background, justification of the problem, the context in which the study was carried out, research questions, and objectives.

Chapter two provides the theoretical framework that supports communicative language teaching (CLT) and the foundations of the communicative approach, as well as a brief history of language learning theories. It also includes a literature review of past research regarding the use of role-play and drama in EFL teaching to promote speaking, the challenges involved, and benefits that can be generated.

Chapter three presents the methodology and the steps taken to implement role-play in the EFL classroom. It details the participants' characteristics, the instruments employed to collect data, as well as a thorough description of the procedure, lesson plans, and role-plays carried out during the intervention.

Chapter four presents the statistical analysis of quantitative data resulting from the speaking pre and post-tests applied at the beginning and the end of the



study, as well as an analysis of qualitative data obtained from questionnaires applied during the intervention.

A discussion of the results is featured in chapter five to explain and evaluate the results obtained according to the posed research questions. Finally, in chapter six, conclusions, recommendations, and implications of this study are presented for future research.

In a broader view, the present study seeks to find out whether role-play works as an appropriate technique to enhance oral communication in a university EFL classroom.



CHAPTER I

DESCRIPTION OF THE STUDY

1.1. Background

“The ability to function in another language is generally characterized in terms of being able to speak that language” (Nunan, 1998, p. 225). In fact, becoming skilled at speaking is considered one of the key objectives of learning a second language, thus making oral proficiency a key focus in English as a Foreign Language (EFL) courses (Bygate, 1987; McCarthy, 1998; Nunan, 1998). However, the development of the speaking skill seems to be underachieved in EFL classrooms in many countries around the world.

In the Ecuadorian context, problems related to oral communication and speaking proficiency are not uncommon. Even though there is not a considerable amount of research on the matter, undergraduate theses carried out in some private and public institutions at elementary, high school, and university levels in different cities around the country have reported deficits in students’ English proficiency and the need to motivate EFL learners to improve their communicative skill (Gonzalez, 2014; Luna, 2011; Naranjo, 2015).

For example, at university level, some studies carried out in academic programs which are expected to have advanced English proficiency levels, such as hotel management and tourism, and English literature, have reported that the enrolled students did not meet the language requirements and pointed out the necessity of applying strategies that could result in the improvement of the speaking skill of their students (Cevallos, 2011; Naranjo, 2015).



An important aspect to consider in the Ecuadorian context is that even though many students might be exposed to the English language through the Internet, video games, TV, radio, and other media, the possibilities of becoming engaged in real-life conversations in English outside the classroom can be limited since the language is not widely spoken in the country and constitutes a foreign language. Consequently, the classroom seems to be the ideal setting where teachers should promote oral communication by applying methodologies to motivate students to practice and improve their speaking skill.

1.2. Justification of the Study

In this world and age, Ecuadorian university students have increasing opportunities to take part in overseas educational programs that require higher levels of English proficiency. Also, work requirements for different areas, such as business, tourism, biology, among many others, have stated the necessity of English knowledge. Therefore, it is imperative to refine the English skills of students at all levels of education. This need has also been recognized by the Ecuadorian government in light of new educational policies that require undergraduate students to acquire a functional level of English, i.e., level B2 according to the CEFR (Concejo de Educación Superior CES, 2016). This means that students should be able to “interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party” (Council of Europe, 2011, p. 22).

It has been observed throughout different EFL courses at the University of Azuay that many students tend to avoid speaking in English in the classroom. This could be due to a variety of reasons, such as limited knowledge of the language,



shyness, or lack of motivation, which result in poor or even nonexistent communication in English. This informal observation is supported by studies which have found that students are often reluctant, unwilling, unmotivated, or afraid to speak in English, not only at the beginner levels, but in more advanced ones as well (Boonkit, 2010; Green, Christopher & Smith, 1990; Iamsaard and Kerdpol, 2015; Liu, 2010). Thus, a variety of methods and strategies have been proposed by many scholars to motivate EFL learners to overcome their reticence and help them become actively involved in speaking tasks, consequently, improving their speaking skill. Among these methods are drama, role-play, simulation, and other related activities that can serve as a stimulating force in helping students become more engaged in communicative situations and enhance their speaking proficiency (Hillyard, 2010, 2015; Magos and Politi, 2008). Among the reported benefits of role-play are higher order speaking skill, vocabulary enrichment, greater grammatical awareness, and enhanced self-confidence when using the language in front of others (Anggani & Hartono, 2015; Hillyard, 2010, 2015; Magos & Politi, 2008). Therefore, this research focused on the implementation of role-play in a level 2 EFL class in the School of Business Administration as a means of fostering speaking in the classroom to improve students' speaking skill.

1.3. Purpose of the Study

As a main objective, this study intended to find out whether role-play can help to enhance students' speaking skill. It also aimed at grasping the students' perspective on the implemented activities. Given the prevalence of qualitative studies on this topic at elementary and secondary level, the present investigation



could be of value in the Ecuadorian context because of its mixed-methods perspective (qualitative and quantitative) on role-play among university students.

Accordingly, this study attempted to shed light on the following research questions:

1. To what degree does the implementation of role-play enhance the speaking skill of level 2 students in an EFL classroom at the University of Azuay?
2. How do second level EFL students perceive the implementation of role-play in the classroom setting?

1.4. Objectives

1.4.1. Aim.

To implement role-play into an EFL classroom in order to enhance the speaking skill of second level students at the University of Azuay.

1.4.2. Specific objectives.

- To administer a pre-test at the beginning of the course to assess the students' speaking skill.
- To design five role-play activities based on the contents of the course textbook.
- To implement the five designed role-play activities within the time framework of seven weeks.
- To administer a post-test after the implementation of all the role-play activities to determine whether or not students have improved their speaking skill by means of this intervention.



- To find out students' perceptions with regard to the implementation of role-play in the EFL classroom through the administration of two open-ended questionnaires.



CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This section will explore the evolution of language learning and teaching approaches with the aim of providing a context for the use of role-play to promote oral communication in the second and foreign language classroom.

2.1. A Brief History of Language Learning Theories and Methodologies

For centuries, language teaching and learning concentrated on the translation of Latin manuscripts as means of gaining erudition. This language was taught through the Grammar Translation Method (GTM), which required the memorization of grammar rules, vocabulary, and conjugations to translate texts. This method was widely used during the nineteenth and the early twentieth century for teaching not only Latin, but other languages as well. Yet, according to Richards and Rodgers (2014), and Brown (2007), GTM did not rely on any grounded theory and did not pay attention to language as means for communication, which later became one of the goals of language learning around the 1940s. Grammar and vocabulary alone could not meet the needs of communication; therefore, new methodologies supported by research carried out in the fields of psychology and linguistics emerged.

For example, the Natural Method and the Direct Method emerged as an alternative to GTM and were based on observations of how children learned their first language. Thus, teachers and students were required to communicate only in the target language, and vocabulary and actions were taught by demonstration or pictures, rather than translations. Grammar was learned inductively by using the language. However, even though the methods were successful in small classrooms,



they were criticized for their lack of support from linguistic theories and methodological basis (Richards & Rodgers, 2014; Brown, 2007).

The Audiolingual Method was developed in the 1940s to meet American soldiers' needs to communicate in other languages during World War II. The method was grounded in behavioral psychology and consisted in listening to a variety of phrases with subsequent repetition of drills. It also included contrastive analysis between English and other languages according to the developing theories of the 1940s and 1950s (Richards & Rodgers, 2014). However, it failed to provide long-term communicative proficiency (Brown, 2007), being thus overtaken by the Communicative Approach.

According to Richards and Rodgers (2014) "the lack of an alternative to Audiolingualism led to a period of adaptation, innovation, experimentation, and some confusion in the 1970s and 1980s" (p. 73). Thus, the 1970s were characterized by the development of many methods, such as Suggestopedia, which proposed that a relaxed atmosphere facilitated learning, and The Silent Way, which relied on Ausubel's (1963) principles of discovery learning. The role of teachers was to promote students' autonomy and responsibility aimed at solving problems that would lead to acquiring knowledge. While discovery learning is still a valid principle in the classroom, criticism was aimed at the silent role of the teacher when letting students struggle with situations that could be solved faster with some guidance. Another method, Total Physical Response (TPR), was developed by Asher (1977). His reflections about how children learn the first language by listening and acting before speaking led him to develop a method that involved the use of motor skills. For example, students were directed by the teacher to carry out commands, such as run,



jump, or talk to learn action verbs. This method seemed to work better for beginner levels until students gained enough confidence to speak and then other communicative activities could take place (Brown, 2007).

The debate about a methodology that could englobe all that is necessary to learn a language continued in the following years with the contribution of Krashen's and Terrell's (1983) Natural Method, which stated that a language is acquired through listening to comprehensible input; that is, language which is understood by the student, followed by a silent period of reflection that eventually would lead to a production state that will focus on fluency rather than on accuracy (Richards & Rodgers, 2014).

2.2. The Input Hypothesis and the Output Hypothesis

Krashen's (1985) input hypothesis stated that languages are acquired when the learner receives a great quantity of "comprehensible input," to produce accurate language. Therefore, speaking and practice were not deemed necessary.

In response to this theory, Merrill Swain (1993) proposed the "output hypothesis" which moves forward from the input hypothesis by arguing that comprehensible output, that is, comprehensible speaking, is necessary to acquire a language. Additionally, Swain stated that only when correct output is spoken and, in most cases, self-corrected, learning has occurred. She argued the importance of engaging students in production tasks (i.e., speaking and writing) to draw their attention to form and meaning in a second language. The scholar and her colleagues have undertaken more research on this matter and have encouraged teachers to provide more opportunities for learners to get involved in verbal production.



The present work has been carried out based on Swain's notion that encouraging students to speak might help them improve and develop the speaking skill. Therefore, the use of role-play was implemented to create speaking situations in which students could express themselves and practice what had been learned in the classroom.

2.3. Communicative Approach or Communicative Language Teaching (CLT)

During the 1980s and 1990s new approaches became popular, such as the Communicative Approach or Communicative Language Teaching (CLT). The term *communicative approach* encompasses a series of methods and approaches by which language is viewed as a tool for communication instead of as a subject for academic study. Focus is given to what language is used for –communication– rather than grammar.

CLT is described by American and British proponents as an approach that aims to develop communicative competence through teaching procedures that use language to communicate the speakers' objectives (Richards & Rodgers, 2014). CLT arose in the early 1970s as a response to changing demands that promoted business relationships as well as cultural and educational cooperation between different countries. This innovative view, promoted through research in the field of applied linguistics and language teaching, emphasized on language as means of communication (Richards & Rodgers, 2014).

The term *communicative competence* was developed by Dell Hymes (1972), who stated that in first language acquisition a child learns both accuracy and appropriateness when producing a sentence. Therefore, communicative competence entails knowing when and how to say something; in other words, "what a speaker



needs to know to communicate appropriately within a particular language community” (Saville-Troike, 2012, p. 106).

Canale and Swain (1980) suggested a distinction between communicative competence, which refers to the knowledge of grammar and use of language rules, and communicative performance, which refers to interaction, comprehension, and production of utterances. Their work has influenced language teaching through the identification of four competences needed to develop communication: *grammatical competence*, which entails domain of grammar and lexical capacity, *sociolinguistic competence*, related to understanding the context in which communication takes place, *discourse competence*, which refers to the interpretation and meaning of utterances, and *strategic competence*, or the ability to use communicative strategies. They argued that in second language teaching some aspects of grammatical competence and socio-linguistic competence needed to be integrated in the context of meaningful communication while giving some emphasis on getting one’s meaning across.

Brown (2007) has recognized CLT as the current qualified approach to language teaching. This is due to its focus on the communicative properties of language as well as the concepts of authenticity, real world situations, and meaningful tasks that started to develop in the 1980s and 1990s, such as collaborative learning, interactive learning, Content-Based Instruction (CBI), and Task-Based Instruction (TBI), which provides a suitable environment for role-play activities as part of a task.



2.4. Task-Based Language Teaching (TBLT)

TBLT emerged in the late 1980s as a stronger form of CLT with the development of a great variety of classroom activities intended to promote effective learning through tasks that could reflect the real world (Ellis, 2003; Cook, 2001). According to Prabhu (1987), effective learning arises when students are fully involved in a language task, as opposed to just learning about language. In a communicative task, learners will be employing, comprehending, and interacting in the target language through meaningful activities (Oxford, 2006).

As a theory of learning, TBLT views second language development as an internal process that evolves over time, not only as a matter of transforming input into output. Therefore, activities focus on meaning while grammar is taught through communication. TBLT also emphasizes the need of a large vocabulary, which requires the use of complementary vocabulary teaching strategies. Additionally, TBLT can be used creatively and can be combined with other activities and with other approaches, such as text-based teaching (TBI), or CBI (Richards & Rodgers, 2014).

2.5. Cooperative Language Learning (CLL)

According to Richards and Rodgers (2014), Cooperative Language Learning (CLL) is a term associated with a variety of activities that rely on group or peer work to achieve “peer support and coaching” and thus maximize students’ learning (p. 244). Advantages of CLL have been related to the enhancement of motivation and reduction of stress through a positive atmosphere in the classroom. It also provides students with opportunities to use language in a natural way by using it to communicate with each other since language is seen as means to carry out tasks.



Cooperative learning draws on Vygotsky's (1978) social constructivist view that claims that learning occurs through social interaction. Vygotsky defined a Zone of Proximal Development (ZPD) that requires the help of a more capable peer or a teacher to achieve a higher level of knowledge. In this sense, current research has helped understand how second language learners acquire language through collaboration and interaction with other speakers (Lantlof, 2000; Swain and Lapking, 1998). As stated previously, Vygotsky's ZPD theory involves a more capable peer or teacher to promote learning; however, recent work has "broadened the term to include novice-novice or learner-learner interactions" (Lightbown & Spada, 2013, p. 119).

Taking into consideration what has been previously mentioned, role-play can be technically considered a CLL technique because it involves meaningful tasks developed through pair or peer work. Therefore, the present study used role-play as a technique to encourage the use of language as a means of promoting oral communication.

2.6. The Speaking Skill

Speaking within the context of language learning consists of "producing systematic verbal utterances to convey meaning" (Nunan, 2003, p. 48). In the present study, key aspects that were assessed included fluency and accuracy. Fluency refers to the students' ability to speak confidently without much hesitation. Accuracy refers to the measurement of how well the students' utterances reflect the language used in real life in terms of pronunciation, grammar, and vocabulary use. According to Bygate (1987), a certain level of knowledge of both grammar and vocabulary is needed in order to speak. Therefore, by providing students with



opportunities to practice oral communication, role-play can be considered a strategy to help develop the speaking skill.

2.7. Drama, Role-play, and Simulation

Before moving forward to some studies and researchers who have argued the positive impact of these activities, it is important to define the terms drama, role-play and simulation to clarify their use in the purpose of this study.

2.7.1. Drama.

The American Heritage Dictionary and the Thesaurus define drama as a prose or verse composition that is intended to be acted on a stage by actors impersonating the characters and performing the dialogue and action– essentially, a play. This definition should be taken as a broader concept of drama. However, in language teaching the term drama should not be understood only as a theatrical performance, but as a method to represent real-life experiences or imaginary situations in which the opportunity of using real language is present (Dundar, 2013).

2.7.2. Role-play.

Role-play has been studied in different settings and by many authors around the world. However, some agree that it is difficult to define. For example, Scarcella and Oxford (1992) explained that in role-play students represent a character from everyday life, thus simulating real life situations. Ladousse (2004) defined role-play as common practices that involve improvisation, performance, or interaction used to promote spontaneous language use as well as to increase motivation and confidence. She compared role-play to make believe or pretend play where children don't "think as" the represented character, but "are" that character (p. 6). She added the notion that by "play" she means that students are in a safe environment in which



they can act playfully and experience “the unpredictable nature of language in use” (p. 5). She also developed different examples of role-play to be carried out in the second language classroom and provided a set of rules for its implementation.

Christopher & Smith (1990) provided a distinction between what they called convergent and divergent models for role-play. In a convergent model, the roles and the situation for role-playing are thoroughly explained. In the divergent model, the situation is explained, but there are no formal steps or sequences to be followed by the students, leaving more room to improvisation.

Byrne (1986) has stated that in role-play students play imaginary people in imaginary situations. He suggested some guidelines for applying role-play in language teaching through the creation of open-ended dialogues in which the teacher provides a framework with cue cards suggesting some language functions to be used and encouraging students to develop the scene and the dialogues. Also, scenarios can be provided to plan a sketch without giving the words to be used. Students are asked to work in groups and decide about roles and characters, as well as to what needs to be said.

2.7.3. Simulation.

Simulation is defined by the dictionary as an enactment or imitation. According to Jones (1995), in simulation students are given enough information to perform their roles and the specific related functions for that role, which will guide them towards problem solving. Students are required to follow strictly the given instructions and to avoid imagining new turns to the dialogue that could lead to a different setup or situation. Ladousse (1987) pointed out that simulations are



inflexible and complex, and in contrast to role-play, they do not leave space to students' imagination.

Davies (1990) stated that simulation activities involve the use of social formulas, for example, greetings, introductions or complaints, through which students can learn how to function in social situations. It also involves problem-solving activities, such as asking and giving permission, or negotiating solutions. Additionally, community-oriented tasks, such as buying and shopping, can be included with the purpose of teaching students how to ask and give information.

The distinction between drama, role-play, and simulation has been widely discussed among scholars. Kodotchigova (2002) classified these differences in terms of authenticity and emphasis to interaction. Thus, in simulation, students play a role they have (or could have) in real life with emphasis given to students' interaction, while in role-play they act the part of someone else and emphasis is given to the individual role. Ladousse (2004) established clear differences between drama, role-play, and simulation in terms of complexity, length, and flexibility. However, for some scholars, the terms could be used interchangeably, as it is the case of Shapiro & Leopold (2012) and Tomkins (1998), who have stated that there is a blurred distinction among communicative tasks.

For the present study, it is important to mention that the terms role-play, drama, and simulation will be used interchangeably to describe the task of creating a dialogue and performing it in the classroom.

2.8. Criticisms of CLT and Role-Play

Richards and Rodgers (2014) summarized some of the main criticisms of CLT that have been observed from its application in different contexts. One of them is the



risk of fossilization; that is, persistent errors that are not corrected due to the emphasis on fluency and communication over accuracy. Another strong criticism, especially in Asian contexts, is that it is not applicable in different cultures of learning in which students are not comfortable with non-traditional methodologies.

Additionally, cultural imperialism, that is, the assumption that Western methodologies work better in every context, has been strongly criticized. For example, in a context where good teaching is defined by what is appropriate behavior (teachers as authority figures, grammar-focused teaching, examinations, etc.), CLT might be considered inappropriate. However, it has been suggested that developments in language teaching should be further considered and studied before ignoring them under these kind of considerations (Hiep, 2007).

Another disadvantage of CLT mentioned by Hiep (2007) is related to the context in which English will be spoken. When English is learned in places where the language is spoken, students need to operate in that language within and outside the classroom, which gives an intrinsic value to the learning process. In non-English speaking countries, students usually share the same mother tongue and do not feel the need to communicate in the foreign language. Additionally, they may not have opportunities to use the language outside the classroom, which consequently leads them to question the applicability of the language.

The use of role-play in the classroom became popular during the 1970s and 1980s, but some critics have stated that it worked better in theory than in practice. Smith (1986) considered role-play a waste of class time and stated that psycholinguists had not proven that traditional methods, such as memorizing, are less or more suitable than other learning styles. Additional strong criticism came from



Al-Arishi (1994), who questioned whether the environment in which role-play takes place is surreal in contrast to the claims of language learning in a natural and authentic setting. Within his view, role-play should become “real-playing,” which is a rehearsal of the real-world. On the other hand, it should also promote creativity and the expression of the student’s inner world (surreal-playing), which has led some students to perceive role-play as artificial. Additionally, Al Arishi argued that role-play is time-consuming and does not comply with real communication requirements from the world outside the classroom.

Shapiro and Leopold (2012) provided a counterargument to Al-Arishi’s criticism by proposing challenging activities designed to engage students in critical thinking and promote additional activities, such as research, debates, and follow-up activities to discuss students’ viewpoints.

Unrealistic settings have also been claimed to hold back the use of authentic language. For example, Richards and Rodgers (2014) have stated, “the classroom context is often an artificial setting for authentic communication to be realized” (p. 101). They proposed the use of real instructional materials, such as magazines, advertisements, newspapers, or objects to support communicative exercises to overcome the problem. Moreover, they have also suggested the use of technology as the best way to access to authentic language input using videos, chat rooms, or discussion groups that would enhance communication.

Nonetheless, in countries where the target language is not used by the population at large, as it is the case in the Ecuadorian context, the classroom becomes the closest (if not the only) alternative to a real-life context. In this sense, it



has been argued that the classroom should be seen as a resource within which relies the potential of real communication (Hiep, 2007).

DiNapoli (2009) proposed contrasting the unauthenticity of the classroom through activities that create the opportunity to use language as a personal reality for students by using drama to express feelings. His criticism to previous second language (L2) teaching stood on the use of unmotivating text-book dialogues focused on factual situations that do not allow students to get involved in the task through the expression of their own views or feelings. He stated that in these kinds of activities, students are expected to focus on grammatical and functional uses of language instead of offering real circumstances for human connection. Therefore, he encouraged the use of meaningful dialogues through which students are allowed to relate to their own contexts with an affective connection.

2.9. Considerations about Approaches, Methods, and Techniques

As cited in Richards' and Rodgers' (2014) book, *Approaches and Methods in Language Teaching*, Edward Anthony identified a hierarchical arrangement by which an approach refers to theories and beliefs about language teaching and learning. A method refers to the procedural process of presenting that theory, and a technique refers to the implementation of the method in the classroom. According to this definition, a technique is implementational, a method is procedural, and an approach is axiomatic.

Brown (2007) stated that nowadays *methodology* is used as an umbrella term that involves every consideration related to how to teach. According to Brown, an approach refers to theories and beliefs about language learning, a method refers to specifications to accomplish linguistic objectives, and techniques involve exercises



and activities used in the classroom to attain lesson objectives. For the present study, role-play will be described as a technique.

2.10. Empirical Studies on Role-Play

As it has been previously pointed out, the current globalized and multilingual world offers work and educational opportunities that require professionals able to communicate in different languages. English has been recognized as the world's 'lingua franca' and is the most widely studied second language in the world (Richards and Rodgers, 2014). The need to learn English (or a second language) for communicative purposes has also been established by the Ecuadorian government in its educational policies (Ministry of Education, 2016). The current regulation from the Higher Education Council regarding the learning of a foreign language states in Article 31 that universities must guarantee their undergraduate students' proficiency at a B2 level of the CEFR as a requisite prior to enrolling in their last semester (Concejo de Educación Superior, 2016).

It has been generally recognized that English constitutes an asset for business, industrial, or technological fields, making it important to develop the speaking skill to communicate outside the classroom environment (Richards and Rodgers, 2014). Therefore, developing and improving speaking in EFL programs is very important and, in order to do so, methodologies and techniques directed to provide students with opportunities to speak should be applied in the classroom (Torky, 2006).

Role-play has been used in educational settings for many years as a method intended to provide students with a better understanding of course contents and material, as well as to encourage students to convey their points of view and learn



from others within a safe learning environment. A number of authors have researched this topic and reported specific benefits regarding its use in a variety of academic disciplines, such as medicine, geography, history, political science, and others. For example, O'Brien and Spears (2011) applied role-play in teaching history and stated that it helped students engage in understanding different historical scenarios. Smith and Boyer (1996) explored role-play in political science while Poorman (2002) studied the effect of role-play in psychology; these authors' study results indicated that role-play helped students understand concepts as well as empathize with other people's feelings and points of view. Role-play has been also widely used in teaching in the medical field. For example, a study carried out at a medical school in Datta, India, suggested the use of role-play to help medical students deal better with real-life situations compared to traditional clinical teaching. The results concluded that role-play was a more effective tool because it led students to learn from close-to real-life cases instead of memorizing (Acharya, Shukla, Acharya & Vagha, 2014). In nursing, the effectiveness of role-play has also been reported. For example, a study conducted in Brazil showed that role-play encouraged nursing students to active learning and brought theory and practice together (Cogo et al., 2016).

In the field of teaching English to students of other languages (TESOL), role-play has been extensively employed since the 1980s (Burns & Gentry, 1998; Ladousse, 2004; Sadow, 1987; Scarcella & Oxford, 1992) due to the development of clear guidelines for classroom use as well as new ideas and guidance on how to use the role-play technique.



Among the stated benefits of using drama activities in EFL teaching, researchers have mentioned spontaneity, fluency, improvement of vocabulary, grammar, and pronunciation, among others (Gill, 2013). For organizational purposes, these elements will be grouped under three categories: speaking skill, higher thinking skills, and self-confidence/motivation.

2.10.1. Development of the speaking skill through role-play.

Speaking has been considered the most demanding of the four language skills. Studies carried out in different countries have reported that because of the challenge it represents both for teachers and students, speaking activities are often underdeveloped or neglected in the classroom (Cohen & Fass, 2001; Nunan, 1998; May, Quijano & Ferrer, 2014).

To overcome speaking difficulties and to provide students with more opportunities to practice speaking in the classroom, many studies have suggested diverse methodologies and techniques, within which interaction between learners plays a major role on improving the speaking skill (Cohen & Fass, 2001; May, Quijano & Ferrer, 2014). The main idea of interaction is to access comprehensible input by listening to an interlocutor, negotiate meaning when something is not clear, process the information, and respond, which leads to learning (Long, 1981).

Some studies have related the use of drama to the improvement of communicative competence, listening skill, and fluency. That is the case of Davies (1990), who has promoted the use of drama, mime, simulation, and role-play for EFL teaching as a way of experiencing the use of the English language. His studies have suggested that drama activities can help in the learning of vocabulary and structures as well as motivate students by giving them a sense of confidence and success.



Research related to the speaking skill and role-play, especially at university level, is relatively limited. According to Gill (2013), studies on this matter tend to be intuitive and instructional, i.e., literature that provides guidance on how to apply the technique.

Nonetheless, studies carried out in different countries have exposed some common difficulties in communicative settings inside the classroom (reluctance, fear of speaking, unwillingness to speak) and have proposed the implementation of role-play as means to overcome these problems as well as improve the students' speaking skill (Boonkit, 2010, Green, Christopher & Smith, 1990; Iamsaard and Kerdpol, 2015; Liu, 2010). Other research studies have analyzed topics, such as students' lack of confidence, fear of making mistakes, or cultural background, among others, with the purpose to elucidate the reasons that aggravate students' reluctance to speak in the target language and try to find possible solutions. Among them, the implementation of role-play has been suggested (Donald, 2010; Espinoza, 2014; Liu & Littlewood, 1997; Nunan, 1998).

Hiep (2007) conducted a study in Vietnam where a group of teachers were interviewed in intervals of two and three weeks while applying role-play and other CLT activities during a 12-week semester. Classes were observed and notes were taken to assess the usefulness of CLT. The results showed an agreement among teachers and students in the goal of learning the language to communicate. However, constraints such as students' low motivation to speak, large size of classes, and classroom relationships were reported. Concerns did not rely on the methodology, but in the process of applying communicative techniques, such as pair



and group work. Nonetheless, the need of support from peers, students, and policy makers was suggested.

Aliakbari and Jamalvandi (2010) examined students from different universities in Iran with the purpose of applying role-play as a task-based activity. Included were pre-task activities that led to vocabulary and structures, a role-play activity (task) in which roles were assigned and developed in a realistic way, and finally, post-task activities in which students were able to perform the task for a second time paying attention to form. Concurrently, a control group was taught using traditional methods, but without performing task-based role-plays. The outcomes of the research reported that the experimental group outperformed the control group in the speaking post-test. Thus, role-play was effective in improving oral communication.

In a study conducted at a private Japanese university, Haruyama (2010) argued that even though role-play is recommended for intermediate and advanced-level students, it can also improve the communication skill of beginners. This is because it allows them to learn pronunciation from the beginning while acquiring the living language naturally, in addition to diminishing the fear of using language in front of others. He also asserted that the use of dramatization helped students become aware of grammatical accuracy and personal growth by letting them participate in creative and cooperative activities.

Another reported benefit of the use of role-play in the classroom is that students are constantly required to use all the language they know to express their ideas, and not only a specific structure or vocabulary words (Malihah, 2010).

In a study conducted in Australia with foreign students of diverse nationalities, Gill (2013) described that one of the challenges faced in the classes was the



difficulty of students to express themselves clearly and fluently. The study argued the importance of learning to speak by speaking. Therefore, after a week of using traditional English language methodologies, the researcher applied drama activities in the classroom using alternatively communicative non-drama based and communicative drama based learning. At the end of a 12-week period, quantitative results from pre and post-tests showed considerable improvement among the students. However, it was reported that some students were not comfortable with the methodology and had not improved their results by the end of the study.

Iamsaard and Kerdpol (2015), in an attempt to improve students' poor achievement in oral communication, concluded that engaging students in role-play spawned positive results in the development of their speaking skills.

A study conducted in Malaysia with 52 international postgraduate students reported that oral communication between peers as a result of drama (role-play) and interaction helped them practice language and improve their speaking skills in a more relaxed atmosphere. The study recommended the inclusion of drama in the classroom to promote interaction and improve students' speaking proficiency (Saeed, Kaksari, Eng & Gani, 2016).

In Latin America, some studies have reported difficulties related to the development of the speaking skill as well. For example, an action research study conducted in Colombia through the collaborative work of nine teachers presented a few possible causes for the underdevelopment of speaking in the classroom. The first cause was attributed to teachers' low levels of English proficiency (Cohen & Fass, 2001), an occurrence that has been found in the Ecuadorian context as well. In a study conducted by the Ministry of Education in 2012 ("El 26% de maestros tiene



estándar mínimo para enseñar inglés”, 2014), it was found that more than 70% of English teachers at public schools do not reach a B1 English level according to the CEFR. Another cause is attributed to lack of opportunity to practice the language outside the classroom (also common to the Ecuadorian context). A third cause refers to large classes and favoring writing and grammar over oral communication. And finally, speaking time in the classroom which, according to a study of 10 different English classes at a private university in Medellín, has been found to be less than 8.5 minutes per 100-minute class (Cohen & Fass, 2001). Moreover, the study compared beliefs about how oral communication should be handled in the classroom to see if they matched reality. The participants were 40 teachers and 63 students in beginner, intermediate, and advanced English courses. The results suggested the need for guidance to both teachers and students to make EFL teaching and learning truly communicative in nature; in other words, promote meaning and fluency over accuracy (Cohen & Fass, 2001).

Each of those situations can be found in many EFL classrooms in Ecuador as well. Some research in the form of undergraduate and master's thesis is available at local university repositories from which some studies were previously mentioned to justify the present research (Cevallos, 2011; Luna, 2011; Gonzalez, 2014; Naranjo, 2015). However, these and other studies are not enough to further comprehend the Ecuadorian situation regarding the development of the English speaking skill within EFL teaching in the country.

For this reason, studies from other educational contexts in Latin America, Asia and Africa were considered. Even though aspects associated to culture might differ,



those studies present situations in the EFL classrooms that can be related to the Ecuadorian context.

2.10.2. Higher thinking skills through role-play.

Hillyard (2010, 2015) has claimed that drama is appealing to students of all ages. The author has promoted its use not only for the development of language skills, but also for the development of higher thinking skills in what she calls “the fifth dimension of teaching” (p. 7). Through her studies, she encourages teachers to use role-play in the classroom arguing that it allows students to get involved in practical, close to real-life situations that help them develop and practice comprehensible language through collaborative techniques.

DiNapoli (2009) proposed the use of dramatic role-play to “develop students’ right brain aptitudes and enhance their communication skill” (p. 97). Right brain aptitudes are related to emotional intelligence. Therefore, the study suggested that by detecting students’ feelings and acting upon them, communication can be improved. It also suggested that in light of previous studies on second language acquisition, a good methodology should focus on promoting the use of both sides of the brain, i.e., cognitive and affective factors (DiNapoli, 2009; Pink, 2005). According to DiNapoli (2009), drama provides an equilibrium between the two and thus enhances genuine communication. His study was conducted at the University of Valencia in a Business English course with students aged 18 to 21 whose mother tongue was Spanish. The drama activities conducted in the classroom aimed at exploring the inner life of characters over factual information. Thus, in using their imagination and discussing the characters, students noticed that language is not only used to provide information, but also feelings. The study also reported an



improvement in students' fluency when drama activities were previously written. Nonetheless, there was a great improvement in expressing emotions when the activities were improvised. However, students reported feeling more nervous, especially because activities were graded, which lead to focusing more on accuracy than on fluency.

2.10.3. Effect of role-play on self-confidence, motivation, and anxiety.

Through his work with foreign English learners in Malaysia and Australia, Gill (2007) has reported a series of benefits from the use of drama and spontaneous skits that involve simulation, role-play, and games. His students came from Asia and the Middle East and exhibited characteristics such as inhibition, fear of making mistakes, lack of motivation, and even anxiety. Through drama, these characteristics were successfully addressed and learners benefited from learning the language through interactive activities that had a positive effect on their speaking and listening skills. Also, students enjoyed the process of learning the language and experiencing plenty of opportunities to practice English without the pressure of making mistakes, which led to motivation and self-confidence when speaking.

Dragomir and Niculescu (2011) have studied the role of simulation and role-play in EFL communicative classrooms by proposing a shift from teacher-centered to student-centered approaches. They suggested that role-play activities are effective in helping the classroom become a setting for the practice of authentic communication since they allow students to focus on the language needed to solve communicative needs. Their study has also reported on the benefits of simulation in increasing motivation and reducing anxiety, factors that are considered essential to language learning. They attributed this to the possibility of practicing the language



within a fun and relaxed atmosphere. For example, students have been reported to play their roles realistically by acting really upset when having to wait in line for a service or showing a great amount of pain when representing a sick person. Therefore, practicing the language through role-play has been said to allow students to get more involved in the tasks and not worry much about making mistakes. Emphasis is given to learning by doing which, in the scholars' view, will provide students with real life skills. Their study was conducted with students in English classes for military purposes. For these reasons, role-plays were divided into two functional groups: the first to practice functional or survival English (for example at the airport, or the post office), and a second group of simulations focused on decision making, which required a more advanced level of English (for example, for UN conferences). The study concluded that through these activities, students found that English could be learned for real-life skills and that there had been a change from the "what" to the "how to" use language. It also reported that through personal experience, the learning process shifted from memorizing to understanding, which lead students to learn more effectively.

Other studies have outlined anxiety as an inhibiting factor in second language acquisition that is associated with poor performance. Research conducted in different settings and languages, such as French, Spanish, Japanese, and English have linked factors, such as students' self-perception of their proficiency, teacher-student relationships, communication apprehension, or fear of negative evaluation, to foreign language anxiety (Horwitz, 2010).

Both motivation and anxiety have been reported as crucial factors related to speaking and the use of drama and role-play activities in foreign language teaching.



For example, Liu (2010) mentioned that most college students in Beijing were passive English learners and showed low motivation to learn oral English. She suggested communicative language teaching to help students practice their oral skills through role-play to improve their motivation and enhance their interest in speaking in class. Her research was conducted through an experimental group and a control group with 20 freshmen students. The experimental group had daily role-play activities during three weeks while the control group was taught with traditional language courses focused on English tests to assess improvement. The outcomes of the study showed that the students who did role-play showed a stronger interest in speaking than those who had oral examinations. Additionally, they performed better in speaking exams in comparison to the students of the control group.

In summary, the available literature on the subject of role-play spans timeframes where it was the focus of criticisms (and still is regarding the aspect of authenticity, for example) and support as an approach that fosters the students' speaking skill, enhances motivation and, in certain cases, develops critical thinking. The literature also seems to point out that role-play as a technique is not a magical elixir that can solve all speaking-related problems in the language classroom. Nonetheless, it appears to provide a suitable classroom context that may be the only option for students to practice their English speaking skill while they are pursuing their studies.

The literature on the use of role-play in Latin America is limited to isolated studies. Therefore, the present study intends to contribute to the current available research on role-play in a Latin American context where English language proficiency is a requirement in the academic arena yet is not used for communicative purposes in society.



CHAPTER III

METHODOLOGY

This chapter aims at describing the steps followed to implement the use of role-play in an EFL Level 2 course at the University of Azuay during the March – July 2016 semester. This section will also illustrate the instruments and the methodologies that were employed to collect qualitative and quantitative data for this study. Finally, the process of implementation of role-play in the lessons will be described.

3.1. Type of Study

The present research study was carried out through a mix-methods approach based on Creswell and Plano Clark's (2011) premise that the mixture of qualitative and quantitative approaches allows for a better understanding of research problems than using each method separately. The scholars pointed out that with a mixed-methods approach there is the possibility to use more methods to collect data, which later will allow to compensate the weaknesses of each separate approach by providing a broader view through qualitative data to explain quantitative results and vice versa. Therefore, by incorporating a mixed-methods perspective, the present research intends to integrate the students' viewpoints regarding the technique to provide a broader understanding of the obtained quantitative results.

Within a mixed-methods approach, the study obeyed a convergent parallel design, (Creswell & Plano Clark, 2011). First, quantitative and qualitative data collecting tools were designed. Second, both types of data were collected and analyzed separately, since the one did not depend on the results of the other. Then



the results were interpreted, compared, and related to each other to facilitate a more nearly complete understanding of the study.

3.2. Participants

It is important to mention at this point that at the University of Azuay teachers are randomly assigned to different courses by the Language Department Coordinator and the dean of each faculty. Therefore, teachers have no control over the course or the students that will be assigned to them in any particular semester. For this reason, it was not possible to have two courses with similar characteristics to conduct an experimental or quasi experimental study. Thus, no control group was available.

Based on these conditions, a convenience sample was deemed appropriate to conduct this research based on Mackey and Gass's (2011) view that an existing classroom can be considered a sound setting to conduct research "if the effects of a particular instructional method are investigated" (p. 143). This was so, since the main objective of this study consists of implementing role-play (a particular instructional technique) into an EFL classroom in order to enhance the speaking skill of 20 students (effects).

Thus, the participants for this study consisted of a convenience sample of 20 students (out of an original class size of 23) from the School of Business Administration at the University of Azuay in Cuenca, Ecuador. The students were enrolled in an EFL level 2 course during the March – July 2016 semester. Their ages ranged between 18 and 22. The initial English proficiency level of the group was A1 according to the CEFR, since all students had passed the level 1 course. At the end



of the semester, students should have been half way through to acquiring an A2 level.

With the purpose of gathering general information about the students enrolled in the course, a biodata form was completed by the students before the intervention (see Appendix A). This form was designed with the purpose of evaluating some validity criteria recommended by Mackey and Gass (2011), such as language background, language learning experience, and proficiency level, as well as to gather general characteristics of the group under study.

3.3. Ethical Concerns

Regarding ethical concerns, a consent form (see Appendix B) was provided to the students to obtain their agreement to participate voluntarily in the research. This form was presented in Spanish to secure thorough understanding of the research study (Mackey & Gass, 2011). The students' anonymity, as well as their right to withdraw from the investigation, were granted. Students were also informed about the purposes of the investigation. Data collected have been safely kept and have been used only by the researcher for the purposes of this study.

3.4. Exclusion Criteria

Predetermined exclusion criteria for the present research were considered according to Mackey and Gass (2012), who have suggested that there are a number of factors that could lead to the elimination of some participants. Among these factors, voluntary withdrawal from the investigation or the course had to be considered, as well as missing an important session that would lead to inconclusive results. Therefore, in this research, data from three students were eliminated because of the afore mentioned reasons.



The EFL level 2 class considered for this research project had initially 23 students enrolled. However, one student did not give his consent to participate in the research. He was informed his decision would not affect his scores during the semester and that his activities in the class would not be considered for the purposes of this study. Yet, he still had to participate in the classes to be evaluated for the course, since all role-play activities were part of the syllabus for the semester.

Another consideration for exclusion had to be taken when a student missed the pre-test speaking session. Because the pre-test was essential for the comparison of each student's data, her absence was decisive for her exclusion of the investigation. As in the previous case, she took part in all the activities to pass the course, including role-plays, but her participation was not included in this research.

Finally, a third student withdrew from the course two weeks before the end of the semester due to personal reasons. Therefore, his data had to be removed from the investigation since he did not participate in the final role-play session and did not take the speaking post-test.

3.5. Data Collection Instruments and Pilot Tests

Several data collection instruments were designed and employed to collect the necessary quantitative and qualitative data for this study. Quantitative data were gathered through a speaking pre-test conducted at the beginning of the investigation, and a speaking post-test applied at the end to determine whether the students' speaking skill had improved by means of the intervention. Both tests were adapted from a Cambridge placement conversation test battery (Lesley, Hansen & Zukowski, 2008) and scored through the University of Azuay's rubric for speaking tests (see



Appendix C). It is also worth mentioning that the speaking tests were piloted three times prior to the intervention.

Quantitative data were also obtained from the individual grading of each role-play to provide an understanding of the students' evolution during the intervention.

Qualitative data were collected by means of two open-ended questionnaires applied at different times during the intervention. In addition, the teacher kept a journal of the whole process.

Teacher and researcher Anne Burns (2010) has widely written about the benefits of collaborative research and has encouraged the involvement of colleagues in data collection, class observation, or as a critical friend who can provide a complementary perspective to the study. Thus, before particularly discussing each instrument, it is important to mention that their development and adaptation from original tests (when necessary) were carried out with the cooperation of a colleague teacher from the University of Azuay. Her presence was essential for the speaking pre and post-tests to help avoid bias when scoring each student's performance. Her help was also requested for piloting the instruments.

According to Mackey & Gass (2011), a pilot test (a small-scale test of the instruments and materials to be used during a research process) is critical to address and correct problems that could arise before the main study takes place. Therefore, three pilot tests and their follow-up corrections were carried out before applying the instruments to the participants of this study. These pilot tests were conducted in sequence and were tested in small groups of five students from the school of Business Administration and the Language Unit, enrolled in level 2 English courses. These students were chosen randomly considering similar characteristics of



the participants of the study, such as age, background, and proficiency level. Each instrument was corrected and tested again based on students' performance and suggestions regarding some relevant issues that needed to be improved, such as time to complete and easiness to score the questionnaires and tests. The piloting process for each instrument will be explained in more detail in the following sections.

3.5.1. Pre-test and post-test.

To measure the students' speaking ability before the beginning of the intervention and to assess the effect of it on their speaking skill at the end of this study, a speaking test adapted from Lesley, Hansen & Zukowski's (2008) Cambridge Placement Conversation Test (CPCT) was given to the participants.

The original CPCT consisted of a 5 to 7-minute, face-to-face conversation with an individual student where he or she was encouraged to speak about specific topics and to demonstrate his/her ability to use the English language appropriately (Lesley, Hansen and Zukowski, 2008). However, from the first pilot testing conducted with 5 students at an EFL level 2 course in the Business Administration School, it was concluded that the proposed grading system of the original Cambridge test, consisting of a check mark when the student's answer was somewhat correct, a minus sign if it was incorrect, or a plus sign if the answer was correct, led to subjectivity. Therefore, a different scoring system was deemed appropriate. From this pilot test, the need to reduce the amount of questions was also suggested since it took each student over 15 minutes to answer all the questions.

A second pilot test was necessary. This time, the test was graded with the rubric for speaking tests currently in use at the University of Azuay. Because this rubric is used to grade all speaking exams, the teachers were familiar with its



contents and grading procedure, which facilitated the individual scoring for each participant. Regarding the questions, a new reduced battery of 30 questions from the CPCT data base was used. From this pilot, it became evident that the questions elicited short answers. Therefore, it was necessary to change them to open-ended questions that would induce students to talk. For example, instead of asking “What kinds of music do you like?” the question was changed to: “Talk about your favorite kind of music.” The number of questions was still an issue since it took each participant over 10 minutes to complete the test, a time that could be managed with few students, but not with an entire class of at least 20.

A third and final pilot test was conducted with 5 students from an EFL level 2 class at the university’s Language Unit. This time the test included 15 questions based on the contents of the CPCT with the advantage of eliciting speaking by asking about different topics. Being a shorter test, it took less than 7 minutes to be completed and was graded by the teachers using the university’s rubric for scoring speaking tests. Therefore, in terms of practicality, this last version of the test was consistent with Browns’ (2004) principles of language assessment; i.e., the test “is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer, and has a scoring/evaluation procedure that is specific and time-efficient” (p. 19).

This final version of the speaking pre-test (see Appendix D) was applied to 22 students out of the 23 enrolled in the class, due to the aforementioned exclusion criteria. The participants of this study were tested individually to assess their speaking proficiency level before the beginning of the intervention.



A variation of the applied pre-test was used as the post-test at the end of the intervention (see Appendix E). The speaking post-test included the same topics and number of questions as the pre-test, but the topics were addressed with different words. This was done to compare the results with the pre-test and thus determine if there was an improvement in the students' speaking skill through the implementation of role-play activities into classroom instruction.

To ensure objectivity, both tests were given with the assistance of another English teacher. However, to prevent anxiety that could have risen from the presence of an additional teacher, it was the researcher who asked the questions, and after each student's participation, both teachers worked collaboratively to arrive at a final grade using the speaking test rubric approved by the University of Azuay.

3.5.2. Individual role-play scores.

A score of each role-play activity was kept after the presentations. The same rubric used by the University of Azuay to grade speaking tests was used to grade each role-play in terms of contents and comprehension, vocabulary use, grammar use, fluency and pronunciation (see Appendix F). Since it has been reported that role-play has allowed even beginner students to use all the language they know to express their ideas (Maliha, 2010), these scores were compared to find out if there was a variation in the students' performance during the length of the intervention. However, it is worth mentioning that each role-play was centered on a different topic, and required different vocabulary and grammar structures.

3.5.3. Questionnaires.

An individual questionnaire containing open-ended questions was administered to the participants after the second role-play to find out their opinion on



what had happened in the classroom until that point. Students answered questions regarding previous experiences related to role-play, nervousness before and after role-playing, group work, opinions about the technique and its influence on their learning process, as well as their preferences about how role-plays should be addressed in the class (see Appendix G).

At the end of the intervention, students were asked to complete a second written questionnaire to assess their perceptions regarding the contribution of role-play in their speaking skill and students' opinions about the technique itself. Some questions were similar to the ones in the first questionnaire to assess possible changes in opinion after the intervention was completed (see Appendix H).

Both questionnaires were administered in the students' first language, Spanish, to ensure their comprehension of the questions and encourage them to give their opinion without language limitations (Mackey and Gass, 2011).

3.5.4. Teacher's journal.

During the almost 8 weeks of the intervention, the teacher kept a journal to maintain a record of the proceedings, difficulties, or outcomes related to the application of role-play in the EFL university classroom. Data from this journal were helpful to compare and justify, in some cases, students' attitudes and actions during the intervention as well as the opinions expressed through the questionnaires.

3.6. Procedure

This study was conducted through three main phases. The first phase was carried out before the intervention and included the developing, adaptation, and piloting of the instruments to be used for gathering data. This phase took around two months to be completed, from February to April 2016.



The second phase started with the students' consent to participate in this study and included the actual intervention; that is, the use of role-play activities to enhance the students' speaking skill, which will be discussed in detail in the next section. The phase also involved the application of a biodata questionnaire to obtain general information about the participants. Additionally, during the intervention, students answered a questionnaire to state their opinions and suggestions regarding role-play. The second phase had a duration of approximately eight weeks, from April to June 2016.

The third phase involved the application of a final questionnaire regarding the use of role-play in the classroom. This phase, shorter in duration, took place during the last week of June and concluded the first week of July with the final speaking test (post-test) to find out if there was an improvement in the students' speaking skill.

3.7. Intervention

In accordance with the main objective of the present research, that is, studying the effect of role-play on the students' oral proficiency in English, five role-play activities were developed and implemented in the EFL classroom.

For this purpose, five lesson plans (see Appendix I) were designed and carried out over a period of 39 hours (approximately eight weeks). It is worth mentioning that even though consent was granted from the university authorities to carry out this research (see Appendix J), it was not to interfere with the current syllabus for English Level 2. In consequence, all lessons were planned to incorporate role-play to the contents of the course as the focal activity of each module based on the units of the course book, *Interchange Fourth Edition* (Richards, Hull & Proctor, 2013).



Each unit (module) included the presentation of vocabulary and grammar, followed by activities, such as games and worksheets to use the language and new structures. Videos and recorded dialogues (listening activities) were also presented to help students perceive language in real or close-to-real communication. Reading and writing activities were carried out as well. Additional material was uploaded into the virtual classroom to provide students with extra-activities that could support what had been presented in class.

At the end of each module, a role-play activity was developed and acted out by the students who worked collaboratively to prepare dialogues and short sketches related to the content of each unit. Each group was provided with a scenario that included the objectives and instructions for each role-play, as well as role cards to be assigned to the participants. Additionally, in light of some studies that have supported the use of props in classroom drama to help students feel more comfortable when performing and to make activities more enjoyable and lively (Breckenridge, 2006; Kumar & Lightner, 2007), students were encouraged to use props (of their own creation or real objects) to help them with their presentations.

The teacher's role during the preparation of role-plays was to help students with questions, pronunciation, and problems that could arise within the groups. As a facilitator, the teacher also observed the students during the process, monitored tasks, and gave feedback after each performance (Richards & Rodgers, 2014).

Students were asked to work in self-formed dyads or groups to develop their role-plays. According to Davis (1993), groups of three or four are ideal to foster creativity and active participation within the group, which results in better work. Regarding group formation, there is an ongoing debate about teacher-assigned



versus student-selected groups. Some research has suggested that teacher-assigned groups tend to produce better outcomes than student-selected groups because they use their time more efficiently by being more task oriented. However, student-selected groups have been reported to offer better dynamics because students tend to communicate better within the group; for example, to resolve conflict or ask for help, which leads to a positive attitude towards group work (Chapman et al., 2008; Felder & Brent, 2001 Hassaskhah & Mozaffari, 2015).

For the present research, better dynamics and a positive attitude were considered essential to encourage students to get more involved with the speaking tasks. Consequently, student-selected groups of three or four, and sometimes dyads, were deemed appropriate.

3.8. Role-Plays

As it has been previously stated, a role-play activity was developed at the end of each module to elicit the use of the language learned in the unit. Each module had a duration of approximately eight hours and included the presentation of new vocabulary and grammar structures, as well as reading, writing, and listening activities. Yet, the development of the speaking skill through oral activities, such as dialogues and pair or group discussions was emphasized during the lessons.

Role-plays followed Christopher and Smith's (1990) convergent and divergent models. When a convergent model was applied, the situation for each role-play was explained in detail and each student was asked to perform a given role from a role-card that included specific information to obtain and provide through the dialogues. When a divergent model was applied, a general scenario was stipulated, but no formal steps needed to be followed, thus leaving room for students' creativity.



Each module and the steps that led to the implementation of role-plays as the final project for each unit will be explained in detail in the next sections.

3.8.1. Module One: It's a very exciting place.

Module one focused on cities and countries. At the end of it, students were expected to talk about cities, countries, and popular vacation places by asking questions about travel destinations and suggesting what to do (or not) in there.

To achieve this, the first lessons were directed to the teaching of new vocabulary, which included adjectives and adverbs used to describe places. Listening activities were presented to help students hear language used in conversations. Students were also asked to form and say short sentences using adverbs (very, really, pretty, fairly, somewhat, too) and adjectives to describe places in their country. Conjunctions (and, but, however, though) and modals (can, should) were also introduced. To practice the new structures, students completed a worksheet and exercises in their textbooks. In class, students also practiced asking and answering questions related to countries and traveling. Dyads and group discussions were promoted to practice the language being taught. Additionally, through the university's virtual classroom, students watched some extra videos describing cities and traveling to see language in context. Finally, to complete the module, students were asked to develop and perform a role-play (see Appendix K). Since not all students were familiar with role-play, the teacher gave a thorough explanation about it orally and through the virtual classroom.

For this first role-play, a convergent model was suggested to help students become comfortable with the process. Participants were asked to work in self-formed dyads to develop and act a dialogue happening in a travel agency. Each student



received a card with a scenario and was assigned the role of a travel agent or the role of a client. During a session consisting of two class hours, students searched for information about a travel destination to prepare a Power Point presentation with pictures to help them visualize the chosen places. They also took notes about the destination in order to describe the place and give suggestions about what to do there. Next, they developed dialogues based on the instructions provided in their role cards. During this process, the teacher went around the class listening to students and helping them with questions and pronunciation when necessary. The two-hour time for developing the dialogues was adequate. Nevertheless, it became evident that students needed more time to rehearse their presentations. Therefore, fifteen minutes of the next class were devoted to rehearsing dialogues and asking any additional questions regarding role-play or language use.

Then, each pair acted their roles of travel agent or client and described a travel destination while the rest of the class listened to the presentations and took notes to later ask questions about the place. Each role-play had a duration of approximately two to three minutes and was scored with the speaking rubric that is used for oral presentations at the University of Azuay. According to this rubric, the teacher evaluated students' speaking in terms of contents (students perform their roles and talk about a travel destination, listen and understand each other, ask and answer questions about the places), fluency (students are hesitant, dialogue is smooth, sentences are left uncompleted), vocabulary (students use a variety of words to communicate effectively, vocabulary is appropriate for the situation), grammar (students control grammar structures) and pronunciation (students pronounce words clearly and mispronunciations do not interfere with understanding).



3.8.2. Module Two: It really works!

The topic for the second module dealt with health problems. The module was composed of six class hours during which students learned about common illnesses, medications, and home remedies. The goal of this unit was to enable students to talk about common health complaints, ask for advice, and give suggestions regarding health or other problems. The final role-play for this unit consisted on creating a talk show to which people would call and ask for advice about different problems to a host who would suggest possible solutions (see Appendix L).

In order to achieve this, vocabulary (common illnesses and health problems, medicines, and home remedies) and grammar structures (modals *can* and *should*, adjectives and nouns + infinitives: *It's a good idea to...*, *It's important to...*) were taught during the previous sessions. Students listened to conversations related to health problems and watched a video about remedies people use for the flu. In this way, students listened to language used in a variety of contexts.

They also practiced the use of language from the unit to write questions asking for advice on a variety of teenagers' problems, such as their love life or dress codes. Later, students read the letters and answered them orally by suggesting possible solutions.

One hour was provided to prepare the talk show. Students divided themselves in self-formed groups of three or four. Within the group, they decided on who would have the role of a host and callers. General instructions for the role-play were provided to each student. In contrast to the first role-play, this time students were asked to be creative; that is, ask and give advice about any kinds of problems using modals or infinitives. They were not provided with specific information on what to ask



or talk about. This divergent model was applied to encourage students to be creative and leave more room to improvisation, as suggested by Christopher & Smith (1990).

Students worked on their dialogues for approximately one hour over two class periods. Because participants had already gained some experience from the previous role-play, it did not take a long time to prepare the dialogues. Again, the role of the teacher was that of a facilitator, taking notes or assisting students with phrases and vocabulary when students asked for help. Presentations of each dialogue took around three to five minutes per group. Students could use their notes during role-play as support, but were asked not to read the dialogues to maintain a close-to-natural fluency and tone of voice. Also, they were asked not to memorize their dialogues to promote the use of real language. Role-play scores were registered in the speaking rubric for oral presentations and each student was given an individual grade according to his or her performance.

3.8.3. Module Three: May I take your order?

Module three focused on food and restaurants. The allocated time for the completion of this module was seven hours. The final role-play consisted of a restaurant scene in which students were asked to order food. According to Byrne's (1986) guidelines for role-play, students were provided a scenario with cue cards suggesting the language functions to be used for the creation of open-ended dialogues. The purpose of this was to encourage students to practice the structures learned during the module, yet, at the same time, provide them with enough freedom to be creative in their dialogues.

The unit presented vocabulary and expressions aimed at describing food as well as expressing preferences and opinions regarding food and restaurants.



Additionally, expressions of agreement and disagreement (*so*, *too*, *neither*, and *either*), as well as modals *would* and *will* for requests, were introduced. Students also completed exercises in their books to practice the use of vocabulary and grammar structures.

Different videos were showed to students before asking them to develop their role-plays. These videos aimed at highlighting the importance of face expressions, body language, and politeness in communication to later incorporate these features to each performance. This was done based on DiNapoli's (2009) suggestion that adding meaningfulness to drama activities provides an affective connection; that is, drama becomes a personal experience and leads to better learning. Therefore, students were encouraged to be creative and represent their roles incorporating their own feelings and thoughts.

At the end of the module, students presented role-plays to practice the language learned in the unit. Approximately ninety minutes, over a two-hour class period, were dedicated to the preparation of the role-play. The allocated time was enough for the preparation and rehearsal of the dialogues. As with the previous role-plays, students formed groups of a maximum of four people. Each group received written instructions for the developing of the sketch (see Appendix M). First, group members were asked to agree on the type of food to be served in a restaurant. Next, students made cardboard menus. After that, they assigned themselves the roles of server and clients to create a restaurant scene. Each student was given a role card to talk about specific topics (agreement, disagreement), order a meal, do small talk while waiting for the dishes to be served, and finally ask for the check and split the bill. This role-play required to practice face expressions and body language along



with the dialogues. The use of props (real food or play food) was encouraged to add some realism to the play.

As a response to a request from the students, each group presented their sketch directly to the teacher without the presence of other people in the classroom. Even though during the previous presentations all students were respectful, they felt that acting in front of the class made them more nervous. Horwitz, Horwitz and Cope (1986) have stated that some students develop a “fear of negative evaluation” when they believe they are being evaluated by other people, especially by their peers (p.128). They have suggested that educators should provide a less stressful context to help reduce this fear. Therefore, a more private setting was deemed appropriate.

Each presentation lasted for approximately three to five minutes and students were evaluated individually using the university’s speaking rubric for oral presentations to assess content, fluency, vocabulary, grammar, and pronunciation.

3.8.4. Module Four: The biggest and the best!

Module four had a duration of approximately seven hours. The goal of the unit was to enable students to talk about geography, countries, and geography facts. At the end of the module, students were expected to ask and answer questions about geography, compare places, and talk about distances and measurements. To do this, adjectives to describe places as well as vocabulary about geography were introduced, followed by an explanation about the comparative and superlative forms. Students described pictures of famous sites and completed exercises to practice questions and answers using comparatives and superlatives, as well as questions with *how* (*How big, how high, how long, how deep, etc.*). They also talked about important geographic locations and places to visit in Ecuador.



The following class, a video featuring a TV game show, was presented to prepare students for the final role-play. Students watched a geography trivia show in which contestants answered a variety of questions related to different locations around the world, such as the Nile, the Amazon, Antarctica, the Sahara Desert, etc. Also, students were presented listening activities featuring speakers who described famous places, such as the Pyramids, the Empire State Building, and the Eiffel Tower.

Next, students were asked to divide themselves in self-formed teams of five people. Each group was provided with cards to write 20 questions about geography and famous locations using comparisons, superlatives, or *how* questions. Accuracy in the use of language to formulate the questions had to be reviewed within each team, as well as the correctness of the answers.

Over the next class (a one-hour session), a TV game show was organized with the four teams who took turns reading and responding to the questions in the cards. A correct answer implied accuracy in the form (correct use of language) and content (correct information). To allow all students to talk, answers had to be given in turns by all the participants. The team with more correct answers was proclaimed the winner.

The way this role-play was executed in the class corresponds to Ladousse's (2004) notion of improvisation, which is carried out to encourage the use of spontaneous language. Therefore, students were only required to prepare the questions for a trivia-game on the previous class, since role-cards, dialogues, and rehearsals were unnecessary. By doing this, students were allowed to feel what Ladousse (2004) calls "the unpredictable nature of language in use" (p. 5).



Because this activity required all teams participating at the same time, it was not possible to evaluate each participant individually. Thus, the role of the teacher was that of a spectator walking around the class while watching and listening to the participants.

3.8.5. Module Five: I'm going to a soccer match.

The fifth and last module focused on invitations, excuses, and leaving and taking messages. The allocated time for this module was six hours. The final goal of the unit was to enable students to talk about their activities and organize an invitation. Students were expected to invite people, ask follow-up questions (where to meet, what time, what to bring, etc.), and accept or refuse the invitation (provide an excuse). Special attention was paid to politeness as well as face expressions and body language to communicate feelings.

As with all the previous modules, vocabulary and grammar structures (modal *would*, present continuous for future) were introduced. Students practiced asking people out as well as accepting or refusing invitations. To see language used in different contexts, a video featuring a surprise party, and a funny video about a little girl taking a message were presented. Listening activities were also completed to allow students practice taking messages. To practice language in context, students took turns to take and leave phone messages.

Finally, to organize their role-plays, students formed groups of four or five. A divergent role-play model (Christopher & Smith, 1990) was suggested by the teacher, who provided general guidelines and asked students to prepare a sketch about the organization of a party. Students were again encouraged to use non-verbal cues (facial and body expressions) as well as words and pitch to express feelings,



such as surprise, happiness, boredom, etc. For approximately one hour, each group was in charge of developing a dialogue in which they would invite their peers to an event. Then a confirmation or an excuse needed to be provided. General instructions were given by the teacher orally and in writing, while students' roles were assigned within the group (see Appendix N).

The next class (two hours) was devoted to role-play rehearsal and presentations. Special attention was given to the use of non-verbal cues (facial expressions, body language) in addition to the use of language. Students were evaluated individually using the speaking rubric.

After the completion of the five modules and their corresponding role-plays, students were given a questionnaire to express their opinions regarding the intervention. As previously mentioned, this final questionnaire contained questions that allowed students to provide their insight about the applied technique and whether role-play had influenced their speaking proficiency during the course. Additionally, the students' speaking skill was measured through a post-test which was later compared to the results of the pre-test to determine whether students had improved their speaking proficiency. Also, the scores from each role-play were analyzed to assess students' progress and possible improvement related to the intervention.



CHAPTER IV

DATA ANALYSIS AND RESULTS

The present chapter presents the results obtained after the investigation. It includes an analysis of the data collected through the various instruments employed to provide answers to the investigation questions; that is, to what degree is role-play related to the enhancement of the speaking skill of level 2 students in an EFL classroom at the University of Azuay? and How do level 2 EFL students perceive the implementation of role-play in the classroom setting?

The first question will be answered through the analysis of quantitative data collected using speaking pre-tests and post-tests to measure the effect of role play activities on the students' speaking performance. Data from the tests were analyzed with the Wilcoxon signed-rank test using SPSS statistics to determine if the means of the two tests were significantly different from one another. The use of non-parametric statistics (Wilcoxon's test) is recommended for analyzing data from continuous variables or ordinal variables (Mackey & Gass, 2011). Examples of the former are exam scores while Likert scales are examples of the latter. Also, this test is recommended when the analyzed data come from related groups; that is, the same subjects are assessed in different times during the study. Additionally, when data do not conform to a normal distribution, a Wilcoxon signed-rank test has been suggested (Laerd Statistics, 2013; Larson-Hall, 2016). Data from this research study met all these conditions, since exam scores from the same participants were obtained at different times, and the collected data did not respond to a normal distribution (see Appendix O); thus, the use of Wilcoxon's test was considered appropriate. Additionally, it has been tried in studies with very small sample sizes.



The outcomes of these studies have shown that the Wilcoxon test provides more feasible results than the t-test with such small samples as 5 participants (de Winter, 2013).

The test is conducted by calculating the differences between the first and the second sets of data and ranking the absolute value of these differences from the lowest to the highest so that the lowest difference receives the rank of 1, the next receives 2, and so forth. The test is based on numeric differences between the results from the first and the second set of data (in this case, between the speaking pre-test and the post-test). A negative difference indicates that the second set of scores were higher than the first, while a positive difference shows a lower result. Depending on the null or alternative hypothesis, these could be interpreted as an increase or a decrease, respectively (McDonald, 2014). For the present study, a negative difference between the scores of the pre-test and the post-test was indicative of an increase in the students' speaking performance.

In the following section, the quantitative results will be explained through descriptive statistical tables, rank tables, and test statistical tables. The descriptive statistics show calculations such as mean, minimum, and maximum scores, as well as quartile statistics. The ranks table of the Wilcoxon test shows the number of participants who achieved a higher (as indicated by the term *positive rank*) or lower score (as indicated by the term *negative rank*) between the two tests. In cases in which there was no difference between the two tests scores, the term *ties* was used to group these results. The test statistical tables indicate whether the differences in scores were actually statistically significant according to the *p* value, also known as "critical value" or the probability of obtaining the observed results. According to



Mackey and Gass (2011), a 0.05 level of significance (5% probability) is an acceptable level for second language research.

To answer the second research question, qualitative data collected through two questionnaires that students completed at different times during the intervention to assess their feelings and points of view regarding role-play, were analyzed and triangulated with the teacher's journal to provide a view of the students' opinions regarding role-play.

4.2. Biodata Analysis

General information regarding the 20 participants of this study was obtained through a biodata questionnaire. The results showed that they were aged between 18 and 22. However, the majority ranged between 18 and 19 (see Table 1).

Table 1

Students by Age Groups

Age groups	Frequency	Percentage
18 - 19	12	60.0
20 - 21	6	30.0
22 or more	2	10.0
Total	20	100.0

Data related to their previous knowledge of English were retrieved through questions that assessed their current level and context in which they could practice the language. Since students were enrolled in a level 2 English class at the time of the study, they had already passed the EFL level 1 course at the university. This meant they were in the early stages of the A2 level according to the CEFR. Upon completion of the Level 2 course, students are considered to be at the half way mark



of the A2 level. However, only 30% of the students believed that their proficiency in English was good according to their current level, while the other 70% considered themselves to have a lower level of English than expected. No one considered themselves as having an excellent English proficiency level (see Table 2).

Table 2

Students' Self-Perception of Their Knowledge of English

Knowledge	Frequency	Percentage
Excellent	0	0
Good	6	30.0
Regular	8	40.0
Basic	6	30.0
Total	20	100.0

Nonetheless, half of the students said they were able to practice English outside the class (see Table 3). Only three students had traveled previously to an English-speaking country.

Table 3

Students Who Have the Opportunity to Practice English Outside the Classroom

Possibility	Frequency	Percentage
Yes	10	50.0
No	10	50.0
Total	20	100.0



4.3. Speaking Pre-test and Post-test Results

To determine whether role-play had an influence on the students' speaking skill, a speaking test was applied at the beginning of the intervention to assess their current English proficiency. At the end of the intervention, a post-test was conducted to determine whether students had improved their speaking ability after the course. The post-test included the same amount of questions and contents as the pre-test, with the only difference that questions were worded differently. Each test contained a total of fifteen questions that were scored individually in terms of comprehension (student understands the question), fluency (student is hesitant), grammar (uses correct grammar structures), vocabulary (uses words and phrases learned during the course) and pronunciation (mispronunciations do not hinder understanding). Each item was scored with two points for a total of 10 points per question, giving a maximum total test score of 150 points (10 points per question).

Descriptive statistics obtained from the speaking pre-test and post-test showed a 32.8% increase in the mean between both tests as well as a reduction in the standard deviation in the post-test (see Table 4). However, it was considered important to run other tests in order to determine whether the apparent increase was statistically significant.

Table 4

Speaking Pre-test and Post-test Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test_ Global	20	100.88	23.43	36.00	135.50	91.38	105.75	114.75
Post_test_ Global	20	134.03	14.21	103.50	149.00	133.38	139.25	141.00

As it has been previously stated, the test results were evaluated with Wilcoxon signed-rank tests using SPSS statistics. The comparison between both tests showed general improvement in the participants' speaking skill. Nineteen students presented an increase in their average results, while only one student showed a decrease in results from the pre-test to the post-test. A summary of these results is shown in Table 5.

Table 5

Speaking Pre-test and Speaking Post-test Results

Wilcoxon Signed-Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_test_Global_2 –	Negative Ranks	1 ^a	1.00	1.00
	Positive Ranks	19 ^b	11.00	209.00
Pre_test_Global	Ties	0 ^c		
Total		20		

a. Post_test_Global_2 < Pre_test_Global

b. Post_test_Global_2 > Pre_test_Global

c. Post_test_Global_2 = Pre_test_Global

It was possible to determine that the values from the pre-test and the post-test are different from each other. Table 6 shows the asymptotic significance with a critical value of $Z < 0.5$. Therefore, it was possible to substantiate the alternative hypothesis (H_1) that role-play will have a positive effect on the students' speaking skill. The null hypothesis (H_0) that role-play will not have an effect on the students speaking skill was discarded (Mackey & Gass, 2011).

Table 6***Asymptotic Significance – Speaking Pre-test and Post-test***

Test Statistics ^a	
	Post_test_Global_2 - Pre_test_Global
Z	-3,883 ^b
Asymptotic significance (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

An individual analysis of each feature of the tests; i.e., comprehension, fluency, grammar, vocabulary and pronunciation, was carried out as well. The results will be explained in more detail in the following sections.

4.3.1. Comprehension.

Students' level of comprehension was measured according to their answers. The highest score of 2 points was awarded to students that showed their understanding by answering accordingly to the question and without asking for repetition, while the lowest score was given to students who did not answer the question after constant repetition and rephrasing (refer to Appendix C for further clarification of the scoring rubric).

The descriptive analysis showed an increase in the mean scores between both tests, as can be seen in Table 7.



Table 7

Comprehension Pre-test and Post-test Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test_ Comp. 1	20	26.13	3.11	19.00	30.00	24.13	27.00	28.50
Post_test_ Comp_2	20	29.13	1.29	25.50	30.00	28.50	29.50	30.00

However, the comprehension test statistics show that two students had the same results as the pre-test (indicated by the term *ties*) and two students had lower scores (*negative rank*). This means that the results from the post-test were lower than those of the pre-test, even though sixteen students showed improvement (*positive rank*) as shown in Table 8.

Table 8

Wilcoxon Signed-Rank Test for Comprehension Pre-test and Post-test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_test_Comp_2 –	Negative Ranks	2 ^a	1.75	3.50
Pre_test_Comp 1	Positive Ranks	16 ^b	10.47	167.50
	Ties	2 ^c		
	Total	20		

a. Post_test_Comp_2 < Pre_test_Comp

b. Post_test_Comp_2 > Pre_test_Comp

c. Post_test_Comp_2 = Pre_test_Comp

The scores from both tests are statistically different according to the comprehension test statistics (See Table 9).

Table 9

Comprehension Test Statistics

Test Statistics ^a	
	Pre_test_Comp_2 - Pre_test_Comp
Z	-3,575 ^b
Asymptotic significance (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

4.3.2. Fluency, grammar and vocabulary.

The descriptive statistics results obtained from the comparison of data from the pre-test to the post-test on fluency, grammar, and vocabulary showed that the three items presented an increase in the mean scores for the 20 participants, as can be seen in Tables 10, 11 and 12. In order to determine whether these scores are statistically different, Wilcoxon's test and test statistics were needed. As it will be presented in the following tables, all tests indicate an increase in students' scores between the pre-test and the post-test in the mentioned elements.

Table 10

Fluency Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test_ Fluency 1	20	18.23	5.78	4.50	29.00	15.75	18.25	20.25
Post_test_ Fluency_2	20	25.73	4.37	12.50	30.00	25.13	27.00	28.25



Table 11

Grammar Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test_ Grammar 1	20	17.00	4.68	4.50	24.00	14.13	17.75	20.50
Post_test_ Grammar_2	20	24.88	3.68	15.50	29.00	23.63	26.00	27.38

Table 12

Vocabulary Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test_ Vocabulary 1	20	18.58	5.630	5	26	15.13	20.00	23.25
Post_test_ Vocabulary 2	20	27.58	2.98	20.00	30.00	27.13	28.75	29.50

Tables 13 and 14 show the results from the Wilcoxon Sign-rank test for fluency. In Table 13 it is possible to observe that all students displayed an improvement in their fluency from the pre-test to the post-test. In Table 14 it can be seen that these results were statistically significant.

Table 13

Wilcoxon Signed-Rank Test for Fluency

Ranks				
		N	Mean Rank	Sum of Ranks
Post_test_Fluency_2 – Pre_test_Fluency	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	20 ^b	10.50	210.00
Ties		0 ^c		
Total		20		

- a. Post_test_Fluency_2 < Pre_test_Fluency
- b. Post_test_Fluency_2 > Pre_test_Fluency
- c. Post_test_Fluency_2 = Pre_test_Fluency

Table 14

Test Statistics Fluency

Test Statistics^a	
	Post_test_Fluency_2 - Pre_test_Fluency
Z	-3,923 ^b
Asymptotic significance (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

It was also possible to determine that the results obtained by the students in the parameters of grammar and vocabulary were statistically different, with the twenty students located in the positive rank. This means that their mean scores in grammar and vocabulary were higher in the post-test than those in the pre-test. Therefore, it is possible to determine that there was an improvement in the students' scores (see Tables 15, 16, 17, 18).

Table 15

Wilcoxon Signed-Rank Test for Grammar

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_test_Grammar_2 –	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	20 ^b	10.50	210.00
Pre_test_Grammar	Ties	0 ^c		
	Total	20		

a. Post_test_Grammar_2 < Pre_test_Grammar

b. Post_test_Grammar_2 > Pre_test_Grammar

c. Post_test_Grammar_2 = Pre_test_Grammar



Table 16

Test Statistics Grammar

Test Statistics ^a	
	Post_test_Grammar_2 - Pre_test_Grammar
Z	-3,921 ^b
Asymptotic significance (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

Table 17

Wilcoxon Signed-Rank Test for Vocabulary

Ranks				
		N	Mean Rank	Sum of Ranks
Post_test_Vocab_2 – Pre_test_Vocab	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

a. Post_test_Vocab_2 < Pre_test_Vocab

b. Post_test_Vocab_2 > Pre_test_Vocab

c. Post_test_Vocab_2 = Pre_test_Vocab

Table 18

Test Statistics Vocabulary

Test Statistics ^a	
	Post_test_Vocab_2 - Pre_test_Vocab
Z	-3,921 ^b
Asymptotic significance (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

4.3.3. Pronunciation.

With regards to pronunciation, there was also an improvement in student's mean scores from the pre-test, as shown in Table 19.

Table 19

Pronunciation Descriptive Statistics

	N	Mean	Standard Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test_Pronunc.	20	20.95	5.570	4	30	20.63	22.00	23.88
Post_test_Pronunc. 2	20	28.08	1.88	22.50	30.00	27.50	28.50	29.50

Table 20 shows that nineteen students presented positive ranks associated with an improvement, while one student obtained the same results (ties). No one presented a lower score. Results from the pre-test and post-test are significantly different, as can be observed in Table 21. Therefore, the students' pronunciation scores increased.

Table 20

Pronunciation Wilcoxon Signed-Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_test_Pron_2 – Pre_test_Pron	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	19 ^b	10.00	190.00
	Ties	1 ^c		
	Total	20		

a. Post_test_Pron_2 < Pre_test_Pron

b. Post_test_Pron_2 > Pre_test_Pron

c. Post_test_Pron_2 = Pre_test_Pron

Table 21

Pronunciation Test Statistics

Test Statistics ^a	
	Post_test_Pron_2 - Pre_test_Pron
Z	-3,833 ^b
Asymptotic significance (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

4.3.4. Summary of the results from speaking pre-test and post-test.

According to the test results, there was a statistically significant increase in the overall speaking performance from the pre-test to the post-test. Nineteen of the twenty participants in this study improved their mean speaking scores after the intervention.

The statistical analysis showed that all students exhibited improvements in fluency, grammar and vocabulary parameters. Regarding pronunciation, the analysis showed an overall improvement. Yet, one student presented the same score in both tests.

Regarding comprehension scores, the statistical analysis showed that two students decreased and two students remained with the same scores after the intervention. However, sixteen out of twenty improved their mean comprehension scores.

In sum, it can be interpreted so far that the results from the post-tests showed statistically different data, with a general increased performance in the final speaking test compared to the pre-test.



4.3.5. Role-play scores.

Four out of the five role-plays were scored according to each student's performance. As stated previously, one role-play was not graded because it required all groups to work together simultaneously, which made it difficult for the teacher to focus on one individual at a time. For the other role-plays students were evaluated in terms of comprehension and contents (student understands what is being said and answers appropriately), fluency (hesitancy), grammar (correct structures), vocabulary (appropriate words), and pronunciation (mispronunciations do not hinder communication). The rubric for evaluating speaking was used to score the students over a total of 10 points (Refer to Appendix F). Data obtained from each presentation was compared through a one-way analysis of variance (ANOVA) since each role-play was different (independent) from each other in its contents, vocabulary, and grammar. This model assessed the variation in means that had occurred among the presentations to determine if there had been statistically significant differences (Miller, 1997).

Table 22 shows the means and variance of each role-play. The results from the ANOVA presented in Table 23 exhibit a probability level lower than 5%; in other words, the means between the four role-plays are statistically different.

Table 22

ANOVA of One Factor

Factor	N	Sum	Mean	Variance
Role_Play 1 Global	20	169	8.45	0.523684211
Role_Play 2 Global	20	159	7.95	2.207894737
Role_Play 4 Global	20	164	8.2	2.168421053
Role_Play 5 Global	20	182	9.1	0.726315789

Table 23

ANOVA Between Sample Means and Within the Samples

Origin of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F	Probability	Critical Value F
Between the Samples	14.65	3	4.883333333	3.47178048	0.020122978	2.72494392
Within the Samples	106.9	76		1.406578947		
Total	121.55	79				

The results from the ANOVA test show that the mean scores from each role-play are statistically different. It can also be observed a decrease in the mean scores from the first to the second role-play, an improvement in the scores of the third, and that the final role-play obtained the highest scores.

4.4. Students' Insights and Opinions Regarding Role-Play

The second research question examined the possibility of providing insight on the opinion of 20 university students regarding the use of role-play in the classroom. Therefore, two questionnaires were completed at different times during the intervention. Data from both questionnaires were analyzed and coded by checking common words that reflected attitudes, reasons, likes, and dislikes of the students to explain their insights of what had taken place during the intervention. Additionally, the teacher kept a journal with notes about students' attitudes and the processes that were part of the intervention. The results of each questionnaire will be explained in the following sections.

4.4.1. Role-play questionnaires.

Two questionnaires were addressed to the participants to assess their opinions regarding role-play at different times throughout the intervention. The first questionnaire was given to the students after having participated in two role-play

activities. It was composed of 10 open-ended questions addressed to gain students' feelings and insights regarding the implemented technique (refer to Appendix G). The second questionnaire was presented to the participants after the final role-play. Data from both questionnaires were analyzed and coded by checking common words that reflected students' attitudes, reasons, likes, and dislikes to explain their insights of what had taken place during the intervention. The analysis of the students' answers will be presented in the following sections.

Seventy percent of the students had already participated in role-play in the past, but for all of them it was the first time at the university. In spite of that, only three out of the 20 students reported not being nervous before and during the presentations. Eighty-five percent of the students stated their concern about making mistakes, forgetting what to say, or not being understood by their peers. However, at the end of the presentations almost all participants reported feeling relieved and satisfied about their performances (see Figure 1).

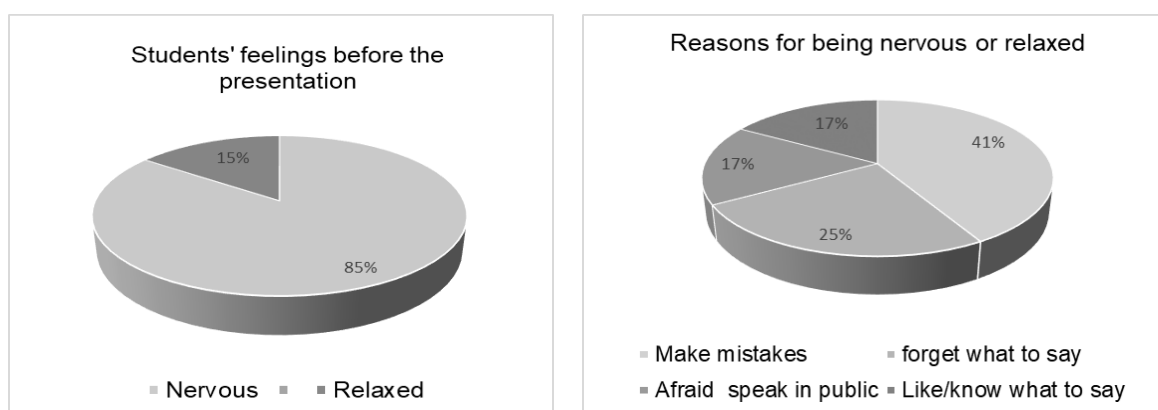


Figure 1. Student's Feelings before the Presentation and Reasons for Being Nervous

Figure 2 shows the students' feelings at the end of the presentations. Reasons for feeling good or satisfied ranged from relief of having concluded the presentation to a feeling of satisfaction for a job well done.

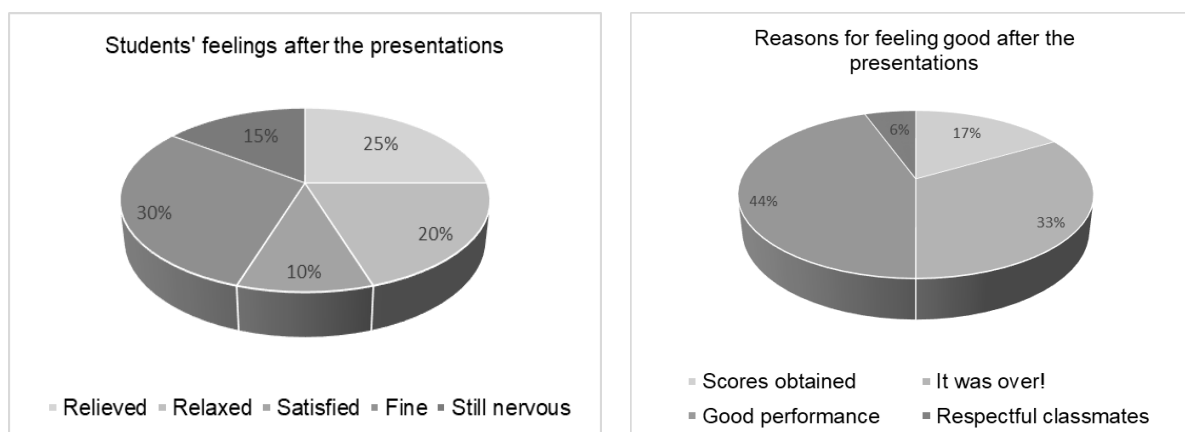


Figure 2. Student's Feelings after the Presentation and Reasons for Feeling Good

Ninety percent of the students believed that role-play helped them feel more relaxed when speaking English, but most of them thought it was a process that required time because they were still nervous. Some students added that role-play was dynamic and fun once they felt more relaxed (see Figure 3).

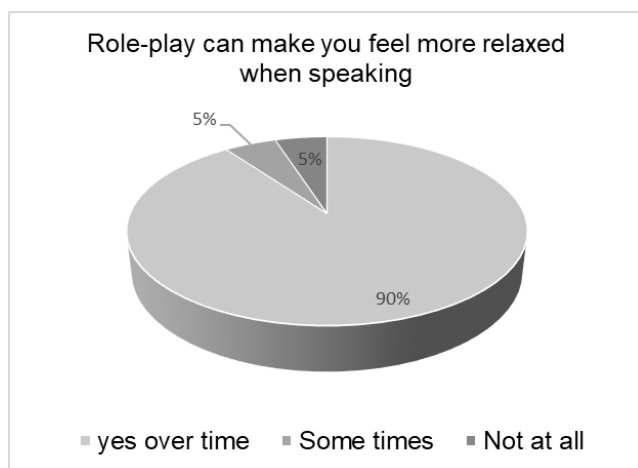


Figure 3. Role-Play Can Help Feeling Relaxed When Speaking English

Regarding dialogue preparation and group work, all students agreed that they were helpful for their learning process. Students reported that preparing the presentations with their classmates helped them practice the language, improve their vocabulary and pronunciation, and correct mistakes. They added that practicing with

their peers helped them get used to speaking with other people, and learn from each other in a fun and relaxing atmosphere (see Figure 4).

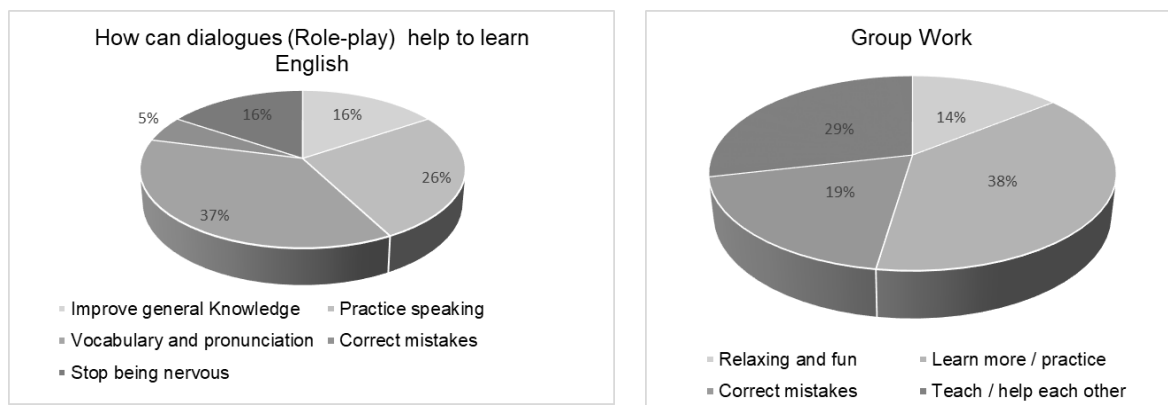


Figure 4. Students' Opinion about Role-play Preparation and Group Work

Forty-five percent of the students believed that the teacher should correct their mistakes during or after the presentation. Twenty-five percent stated that the teacher should be a spectator. The remaining 30% thought the role of the teacher should be to guide and help students to develop their dialogues, as well as with words and sentences they didn't know (see Figure 5).

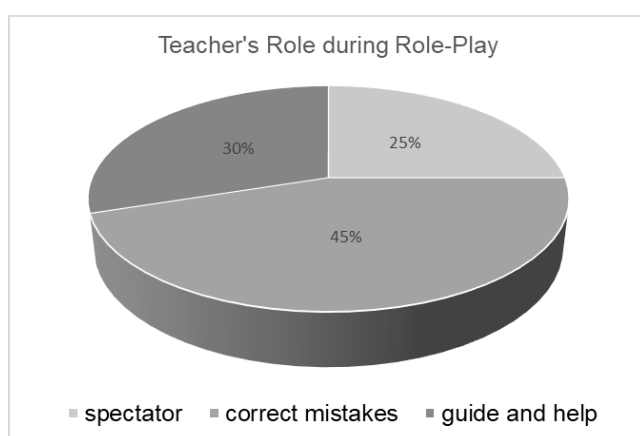


Figure 5. Teacher's Role during Role-Play

Since the questionnaire was answered after the second role-play, students were able to compare between the convergent and divergent role-play models. For the first role-play students were provided with specific directions on their roles and

information to be asked (convergent model). In the second role-play, the divergent model was applied, i.e., general instructions were provided to encourage creativity (Christopher & Smith, 1990). Students' answers revealed that 13 students preferred the second option (see Figure 6) because it allowed more freedom to create the dialogues and practice the language. However, 35% of the participants felt more comfortable with the convergent model because of the specific guidelines which allowed them to feel reassured of what was expected from them during the play.

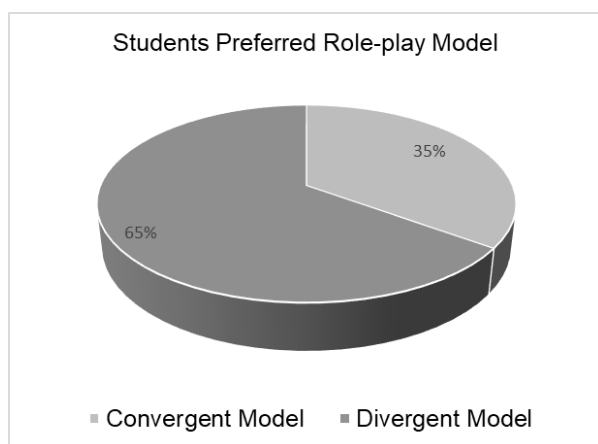


Figure 6. Comparison between Convergent and Divergent Role-Play Models

The second questionnaire was presented to the participants after the final role-play. Its purpose was to assess their opinions regarding the helpfulness and utility of the technique for their learning process.

It was emphasized that among the four skills, i.e., reading, writing, listening, and speaking, they preferred to concentrate on developing speaking because to do it, they really needed to learn the language. Thus, role-play was viewed as a creative, fun and useful technique to practice and develop oral communication. For example, one student wrote, (without role-play) "*las clases hubiesen sido aburridas y así no tendría mucho interés por aprender el inglés.*" ["classes would have been



boring and I would not be so interested in learning English"]. Another student stated that for creating their dialogues they not only practiced speaking, but also writing and listening as well, “... *es una actividad completa que ayuda a desarrollarse en todas las áreas del inglés.*” [“... it is a whole activity that helps in developing all the English skills”].

Through the participants' answers, it was possible to observe that students presented a feeling of satisfaction after their performance in the various role-plays. Most of them referred specifically to their accomplishment in “*doing and saying what they were supposed to*”. They also reported feeling motivated to speak during the classes and presentations, and that role-play helped them improve their general knowledge of English. Among their remarks are included commentaries such as “*Creo que aprendí más... pude corregir mis errores... practicando se aprende.*” [“I think that I learned more... I was able to correct my mistakes... by practicing you learn”], which indicate that students perceived role-play as positive for their learning.

Group and pair work was also reported as a major contributing aspect to their learning. It was stated by many of them that group work created a more relaxing atmosphere in which they were able to practice the language. Furthermore, students reported helping each other with vocabulary, pronunciation, and structures that were needed for the performances.

On the other hand, nervousness appeared to be a major factor related to role-play activities. In both questionnaires students reported to have felt nervous before and during the presentations. Nonetheless, some of them reported that over time, role-play helped them to overcome their fear of speaking.



In sum, even though 85% of the students still reported feeling nervous during each presentation, through the final questionnaire, they appointed their improvement in oral communication to role-play and stated the benefits of the technique in their language learning.

4.4.2. Teacher's journal.

A journal was kept during the whole process, from the pilots to the final tests. In it, the teacher took notes about the preparation, procedures and outcomes of each role-play, as well as outstanding featuresñ for example, students memorizing dialogues, nervousness levels, or use of Spanish to prepare the sketches.

4.4.2.1. Preparation.

During the preparation process, students formed groups and agreed on their roles and dialogues for each presentation. It was observed that students talked to each other in Spanish, and for the dialogues, they translated what they wanted to say from Spanish to English. It could be observed as well that shy students, or those who had lower levels of English tended to remain silent and did what they were told. However, no problems within the groups were reported.

4.4.2.2 Procedures.

Observations regarding students' performance and feelings during each presentation were recorded in chronological order, which allowed the observation of the students' progress from one role-play to the other. For example, from the first role-play, entries on the journal included remarks such as "Students seem not to be listening to each other in their dialogues," and "Remind students to raise their voices when performing." Additionally, a special remark read, "They memorized their dialogues. This affected their fluency and increased the possibility of speaking failure



when they forgot what to say” (April 26, 2016- First role-play- Unit 11: It’s a Very Exciting Place!).

The role-play assignment on May 4 consisted of a TV or radio talk show where students were asked to include body language and add emotion to their dialogues. In the journal, the teacher wrote, “Students that acted and talked emphasizing emotions appeared to have more fun when performing. They seemed to have enjoyed their role in the presentation.” Another remark noted, “Overall, students’ work was satisfying... when given more freedom, language seems to be more real” (Unit 12: It Really Works!).

For the third role-play, students asked not to perform in front of their peers because they felt nervous. Therefore, they presented their sketches only to the teacher. This seemed to have an effect on their feelings before and during the presentation. In the journal, the teacher wrote, “When performing, it made a difference in their attitudes, they could act more freely.” Furthermore, a quieter environment appeared to have an effect on the teacher as well, when she wrote, “I could hear them better and concentrate more on their dialogues.” Additionally, for this role-play students brought real food and restaurant menus, which appeared to help them in their performances. Regarding props, the teacher wrote, “The use of props seemed to help them concentrate in their acting. They could talk about the food being served (for example, ‘I don’t like greasy food,’ ‘Neither do I’), and describe it (‘This pizza is very delicious, it has pepperoni’)” (May 18, Unit 13: May I Take your Order?).

After the fourth role-play the teacher wrote, “The trivia game worked really well... they seemed to control the use of grammar (superlatives and comparatives)



and answered almost all questions correctly.” However, the use of L1 was described as a special issue, “Students talked in Spanish within their groups to agree on an answer... but they talked about the language and the answers were given in English.” In addition, the teacher noted, “The competition factor added enthusiasm and realism... it was real language in use” (May 25, Unit 14: The Biggest and the Best).

On June 13, after the final role-play, it was possible to appreciate an improvement in students’ performances. Students appeared more confident about what to do and how to do it. Language use was described in the journal with this phrase, “Students could communicate their ideas and were finally listening to each other to answer questions.” Furthermore, the teacher added, “Dialogues seemed more fluent... pronunciation is still a visible problem in some students” (June 13, Unit 15: I’m Going to a Soccer Match!).

4.4.2.3. Outcomes.

In a later entry, the teacher wrote, “At the end of the intervention there are more positive than negative things about role-play... students gained confidence to speak and had fun preparing their dialogues and presenting their role-plays.”

Some insights from the teachers’ perspective read, “At the end of the intervention, for me it seemed a little repetitive to do role-plays over and over again.” Later she added, “The speaking skill was reinforced during the intervention but there was little time to reinforce other skills like writing or reading” (June 15).

Overall, it was possible to see an improvement from the first to the final role-play. Nervousness, while still present in all the presentations, was less noticeable by the end of the intervention. The use of props and body language appeared to have a



positive effect on students' performances, seemed to help increase students' confidence when speaking, and added fun and realism to the presentations. Students continued to use Spanish within the groups when preparing the role-plays. Memorization of dialogues and phrases appeared to decrease from the third role-play when students started to listen to each other's questions and answer accordingly. However, a few students still had problems trying to remember what to say next.

Regarding the speaking final test, which was the day that the results of the intervention were measured, the teacher wrote, "The day of the speaking post-test most students looked more confident... it will be important to see what they say about it in the questionnaire." And she added, "the scores appear to have improved" (July 11).

Possible implications will be further discussed in the following section.



CHAPTER V

DISCUSSION

Despite the growth and evolution of language learning and teaching strategies, speaking remains an underdeveloped or sometimes unattended skill in many language learning contexts due to the challenges associated with its development in the classroom for both teachers and students. For example, lack of time and complexity of assessment on the side of the teacher, as well as reluctance, lack of motivation or knowledge, among others, on the side of the students (Boonkit, 2010, Cohen & Fass, 2001; May, Quijano & Ferrer, 2014).

It was noted earlier in this work that reticence in the classroom was one of the reasons why this research was conducted. Getting students to speak in the classroom seemed a much difficult challenge to overcome, especially considering that many students reported not having enough knowledge of the language and were unwilling or afraid to speak. Nonetheless, according to the regulation of the University of Azuay for EFL courses, students must pass a final oral exam to be promoted to the next level. Therefore, role-play was implemented as a means of developing and improving the students' speaking skill (main objective of this research project).

Role-play was used as a broad term that implies a wide range of activities that can be applied during lessons. Circumscribing role-play only to playing a role (acting) would be a too narrow view of all the options that can be applied. Hence, for this study, the terms drama, simulation, and role-play were used interchangeably (Choudari, 2013; Shapiro & Leopold, 2012; Tomkins, 1998) and a variety of activities that included games, class discussions, peer and group work were carried out in



preparation for the main role play activity. Consequently, speaking was practiced many times and in different settings to allow students to become familiar with the vocabulary, useful expressions, and grammar structures needed for performing their drama skits.

To provide an answer to the first research question of whether role-play has an influence on improving the students' speaking skill, a statistical comparison between the results from the speaking pre-test and post-test was carried out. Additionally, the students' scores from each individual role-play were also contrasted to find out how students responded throughout the intervention. The results of both instruments showed an improvement in students' performance over time.

To offer an answer to the second research question as to how students perceive the implementation of role-play in the classroom, their answers to two open-ended questionnaires were analyzed and triangulated with the entries of the teacher's journal. From this analysis, it became evident that students had a positive view towards role-play.

5.1. Influence of Role-Play on the Students' Speaking Skill

The results obtained from the speaking pre-test and post-test revealed a statistically significant increase in the general speaking scores of the study participants. Positive results in their speaking performance can be attributed to role-play due to the persistent practice of the language during the learning process. These results seem to be consistent with other studies that have reported significantly higher scores in senior and undergraduate students' speaking tests after using dramatic activities (role-play) in their classes (Aliakbari & Jamalvandi 2010; Iamsaar and Kerdpol, 2015; Umam 2011).



However, there is one student who presented a decrease in their scores. The negative result obtained by one participant may be due to a variety of student-related factors, such as “temporary illness, fatigue, a bad day, anxiety, and other physical or psychological factors, which may make an observed score deviate from one’s true score” (Brown, 2004, p. 21). Gill (2013) has also attributed lower scores to students not feeling comfortable with drama activities. However, answers in the questionnaires revealed that students perceived role-play as a fun and useful activity that helped them develop their speaking skill. Therefore, the negative result could be attributed to any of the causes previously described by Brown.

It is important to recall that the speaking pre-test and post-tests were scored with the help of a colleague to avoid bias. The tests measured five components of the speaking skill, i.e., comprehension, fluency, vocabulary, grammar, and pronunciation. All students showed a statistically significant increase in their fluency, vocabulary, and grammar scores. Regarding comprehension, two students achieved the same scores, and two experienced a decrease. In the pronunciation skill, it was observed that one student obtained the same score as in the pre-test, while the rest presented a statistically significant improvement.

Many studies on role-play have reported improvement in students’ fluency as one of the main aspects related to its implementation in the classroom. However, the development of fluency has also been associated with fossilization of grammar errors due to the emphasis placed on communication (i.e., getting one’s message across) rather than accuracy (Gill, 2013; Kao & O’Neil, 1998). In the present study, role-play activities appear to have positively influenced on the development of



grammar as well. In this sense, it can be argued that fluency was developed among the participants in this study, but not at the expense of accuracy.

Improvement in grammar, vocabulary, and pronunciation among the study participants can be attributed to the preparation process in which they created and rehearsed dialogues. This process provided opportunities to discuss, consult, and agree on the best way of delivering utterances. This seems to be congruent with the notion that having students write and practice their dialogues helps them improve their speaking abilities and correct errors (Garbati & Mady, 2015; Umam, 2011).

In addition, drama and role-play have been linked to vocabulary and pronunciation development due to the performance of a variety of scenarios that require the use and practice of new words (Cunningham & Hall, 2002; O’Gara, 2008). The results from the present research are consistent with the aforementioned studies.

Throughout the classes, it was also observed that for the dialogues, students needed to use all the English language they knew, since the activities required more than just the vocabulary and structures of the unit under study. This finding is consistent with Malihah’s (2010) viewpoint of role-play as a helpful technique to recall previous knowledge and foster students’ language use. Additionally, it also concurs with Maley and Duff (2005) who ascribed one of the benefits of drama activities to recycling known language.

Furthermore, the use of role-play at a beginner level (A1) was feasible and provided overall positive results, which is also consistent with Haruyama’s (2010) notion that role play allows the practice of pronunciation and vocabulary from the



very start, (and not only in more advanced levels), thus improving the students' communication skill.

Gill (2013) has stated that communication activities fulfill the purpose of language; that is, they make people understand each other (Gill, 2007, 2013). Nonetheless, this assertion might not hold true for this research in light of the results in comprehension skills, which indicated that 20% of the students obtained equal or lower scores in the post-test. These results could be attributed to a variety of factors ranging from student-related issues when performing the test, such as fatigue or anxiety (Brown, 2004), to other factors that have been reported to influence listening-comprehension; namely, interlocutor and listener characteristics, tasks characteristics, or process characteristics (Thompson & Rubin, 1996). Further studies should be conducted to find out the effect of role-play in listening-comprehension skills.

From the final questionnaire completed by the participants after the intervention, it is worth mentioning as an additional finding that students attribute much of their success in the speaking post-test to role-play. In their own words, role-play activities *“me ayudaron en el examen porque varios de los temas tratados hicimos en role-play”* [“...they helped me for the exam because many of the topics had been previously performed with role-play”]. Another student wrote, *“...cuando hablaba en el examen recordaba la estructura... me ayudaron a mejorar el vocabulario... todo lo que hacíamos sirvió para el examen”* [“when I talked in the exam, I could remember the structures... it helped me to improve my vocabulary... everything we did was useful for the exam”]. These remarks, provided by different students, seem to demonstrate that they were able to recall previous practiced



structures and vocabulary from their role-plays. In addition, students reported a decreased level of nervousness during the exam related to role-play, *“como (role-play) era una práctica previa, ya no se tiene mucho miedo a hablar... no hay tantos nervios”* [“Because (role-play) served as previous practice, we were not so afraid to speak... we were not so nervous”]. Therefore, role-play seemed to have influenced on the students’ performance in their final speaking test, which also appears to agree with Casamassima and Insua’s (2015) notion that promoting speaking in the class results in an improvement in oral tests performance.

With regards to the individual role-play scores, it was possible to determine a decrease in the mean scores obtained on the second role-play. Reasons for this could be attributed to the change from a convergent model in which students were given specific information to find out, to a divergent model in which more creativity was allowed, but language use represented a higher challenge for students. Nonetheless, in the following role-plays it is possible to observe an increase in the students’ results. This could be consistent with Casamassima and Insua’s statement that “the more our students speak English in class, the more chances they have to improve their performance in English” (p. 22).

5.2. Students’ Perception of Role-Play

From the participants’ answers to the questionnaires, it is possible to observe that students enjoyed the technique and attributed much of their language learning to role-play. They mentioned several times that through role-play they were able to practice the language and improve their vocabulary, grammar use, and fluency. Another positive aspect of role-play seems to be related to group work. Students stated that working with their classmates helped them learn because they were able



to consult with their peers about words and the best way to deliver their utterances. Group work was also reported to provide a creative and relaxing atmosphere in which students felt comfortable when developing and practicing their performances.

These perceptions seem to agree with the benefits ascribed to role-play, since motivating students to speak has been reported as a relevant outcome in role-play-related studies. Researchers have argued its positive effects in involving students in speaking activities and arousing their interest in speaking English (Dragomir & Niculescu, 2011; Garbati & Madi, 2015; Liu, 2010).

Researchers have also pondered the influence of role-play on shy students who have been reported to get less nervous when acting because they felt protected by interpreting someone else's role (Gill, 2013). In the present study, nervousness represented a major factor among students. In both questionnaires participants reported feeling nervous before and during their performances. It is worth mentioning that speaking in a foreign language has been reported as an anxiety triggering activity and that there is a correlation between low proficiency levels and high language-related anxiety (Bruhn, 1990; Ganschow & Sparks, 1996; Hirokawa, Yagi & Miyata, 2002). However, nervousness appeared to decrease over time, when students became more accustomed to the technique, which seems to be in line with Buitrago & Ayala (2008), who conducted a study about overcoming anxiety related to speaking English by applying meaningful activities, among them, drama. The study concluded that "the frequency of the presentations was a positive influence in reducing their nervousness" (p. 36).

Measures to diminish the levels of stress were taken at some points during the intervention. For example, the use of props seemed to alleviate nervousness



while allowing students to concentrate their attention on the objects around them. This is consistent with Breckenridge's (2006) notion that the use of props and costumes help EFL students feel more comfortable when rehearsing and performing drama activities in the classroom. Additionally, after their request, students were allowed to present their skits only to the teacher to avoid anxiety resulting from fear of speaking in public and fear to peers' criticism. These fears have been reported to increase in foreign language learning, especially when students feel their performance is being scrutinized by teachers and peers (Horwitz, Horwitz & Cope, 1986).

Among student-reported reasons for being nervous, the most common were related to fear of making mistakes and fear of forgetting words. These reasons are consistent with Horwitz, Horwitz and Cope's study about foreign language anxiety in which taking risks to communicate are associated to an uncomfortable feeling of inability when the message is not understood.

However, it was observed that students gained confidence in time, and in the final questionnaire many students ascribed a diminishing level of nervousness to the continuous practice of the target language. For example, one student commented, "*Me sentía nervioso porque no podía pronunciar bien, pero la práctica me ayudó*" ["I used to feel nervous because I had trouble with pronunciation, but practice helped me"]. Another student wrote, "*Me sentía nerviosa porque a veces me olvidaba algunas palabras... pero al poco rato me sentía más confiada*" ["I used to feel nervous because I kept forgetting words... but after a while I felt more confident"].

Annotations in the teacher's journal seem to confirm the students' perceptions about role-play. For example, towards the end of the intervention the teacher wrote,



“it has become visible that students are more confident when presenting their role-plays ... they have acquired more confidence when speaking in class.” And later she stated, “I’m impressed on the way students are speaking now. They seem to really have improved their speaking skills.” Regarding group work, the teacher wrote, “Groups appear to be working fine. So far, no problems among or within groups have arisen. Students who know more are helping others... they look as if they were having fun...”

With regards to the different role-play models that were applied during the intervention, 35% of the participants preferred the convergent model because they felt more comfortable by knowing exactly what they needed to do and say in order to avoid making mistakes. However, 65% of the students felt more affinity with the divergent model because of the provided freedom in dialogue creation and the opportunity to communicate by using their own words. Students commented that when being creative with their dialogues, they were able to learn more vocabulary and improve their speaking skill.

5.3. Additional Concerns

5.3.1. Memorization.

Memorization has been a matter of debate in educational fields and second language teaching mostly because of its association to mechanical learning in contrast to critical thinking (Knox, 2004; Nasrollahi-Mouziraji & Nasrollahi-Mouziraji, 2015). Gass and Selinker (2008) argued that learning a language does not only mean to memorize grammar rules and drills and emphasized the need of learning for communicative purposes. However, Nasrollahi-Mouziraji (2015) describes memorization as a useful strategy in language learning, especially at beginner levels



because “it provides the learner with linguistic data, is the first step to understanding, enhances association in memory, and causes cognitive development as a learning strategy” (p. 870), among other reasons.

For the present study, memorization was a concern for both the teacher and the students, but with two different perspectives. The teacher noted in her journal that some students had memorized their dialogues, which turned out to be a drawback when their partner did not deliver a line as intended. On the other hand, students reported that they became more nervous when they forgot their lines.

Therefore, even though memorization per se might not be a wrongful strategy, it had a negative influence on students’ performance when instead of listening to their partners, they relied on memorized lines. However, for the third role-play the teacher wrote, “Finally students seem to be listening to each other instead of having memorized the dialogue. They seem more fluent. Actually, there is a dialogue.”

5.3.2. L1 use when preparing dialogues.

It was observed during the preparation of each and every role-play that students did not use English to agree on their roles and create their dialogues. Spanish was the main language to communicate within the groups. They also wrote their scripts by translating what they intended to say from Spanish to English. As it has been previously stated, students do not feel the need to communicate in L2 in non-English speaking countries, an issue that has been considered one of the disadvantages of CLT, since the applicability of the target language can be questioned by the students (Hiep, 2007). However, considering the beginner level of students, the use of L1 was necessary to some degree to facilitate the development of the dialogues. Moreover, while the use of L1 has been described as “impossible to prevent,” it has been recommended to encourage the use of L2 over time (Maley and Duff, 2005, p. 3).



CHAPTER VI

CONCLUSIONS

The notions regarding the existence of oral communicative problems in EFL classrooms as well as strategies to motivate and improve the students' speaking skill are critical because "learning to speak a foreign language requires more than knowing its grammatical and semantic rules" (Shumin, 2002, p. 204). Communication and interaction facilitates students' language learning. Therefore, when attempting to facilitate language learning, role-play is an important tool because it involves engaging students in genuine communication and authentic interaction in the classroom. This, in turn, will have a positive impact on the students' speaking skill.

Even though the classroom has been considered an "artificial setting for authentic communications to be realized" (Richards & Rodgers, 2014, p.101), it is one of the few resources available to practice speaking in countries where a second and/or foreign language (English) is not spoken by the population at large. Based on the results of this study, it can be concluded that the classroom can indeed be a close-to-real-life context where students interact and practice the language they know by arranging for situations that arouse their interest and encourage them to speak.

In the present research, students exhibited a general improvement in their speaking skill. Participants showed an increase in their fluency, vocabulary, grammar use, and pronunciation. Even though not all students presented an increase in their comprehension skill, they were improved in 80% of the participants. Therefore, while role-play may not be considered a problem-free formula to improve speaking, its use



in the classroom increases the possibilities to practice oral communication; that is, learning by doing. This, in the end, leads to improvement.

From the participants' answers to the final questionnaire, it can also be concluded that role-play had a positive effect on the students' performance in the final speaking test. Students reported that because of the previous practice of the topics through role-play, they were able to remember vocabulary and structures. According to Horwitz, Horwitz and Cope (1986), "oral tests have the potential of provoking both test- and oral communication anxiety simultaneously in susceptible students" (p. 128). However, some students attributed a decreased nervousness in the oral test to role-play, which positively influenced on their test results.

Students perceived role-play as a creative, fun, and beneficial activity that helped them to learn English and improve many aspects of the language, such as fluency, pronunciation, vocabulary, and grammar. Many students also reported gained confidence while speaking English. From their answers to the various questionnaires, it can be concluded that role-play is beneficial as a teaching and learning technique that can lead to enjoyment in the EFL classroom.

6.1. Limitations of the Study and Recommendations

One of the limitations of this study stands on the fact that its results cannot be generalized due to the reduced size of the sample. However, these results might be another step in the investigation of role-play in the university classroom.

Another limitation of the study is the lack of a control group to sustain that the improvement in the participants' speaking skill was solely due to role-play.

Nonetheless, through the questionnaire, students reported that role-play helped them practice and use the language in such a way that they were able to answer the



questions in the speaking test and improve their skills to enhance their oral communication.

While it is clear that role-play has a positive impact on the speaking skills of students at lower level courses, it would be worth conducting further research to understand the effect of role-play in higher level courses with students who already speak the language, but are looking to perfect their skills and develop more academic-level proficiency.

It would also be worthwhile to investigate the effects of role-play in longer-term studies. For example, how long do students retain what they have learned? Does reticence continue to be a problem in higher levels? Are students more apt to use the L2 to prepare for their role-plays and speak in classes? The present study was too short to be able to provide answers to these hypothetical questions. Therefore, it would be advisable for a future study to continue for at least one more level to find out whether any improvements in the speaking skill due to role-play are sustainable over the long-term.

Even though students showed an increase in their overall speaking proficiency, the comprehension skill did not seem to follow the same pattern as the other skills. Multiple factors may have influenced on these results, ranging from students' personal issues to an underdevelopment of the listening skill during the course. Therefore, it is advisable to incorporate listening strategies intended to develop listening-comprehension skills to overcome this problem. Further studies regarding role-play could also explore the effect of drama activities on the development of listening-comprehension skills.



While students felt the job of the teacher was to correct mistakes, this study did not focus on error analysis and correction (self-correction and teacher error correction). Therefore, further investigation regarding error correction and role-play (when, and how to correct mistakes) is advisable. For example, students could be video-taped during their performances and later, assess their mistakes and correct them.

An additional aspect not considered for this study, but worthy of further investigation, is the link between role-play and students' speaking time (SST). This is an issue that has been mentioned in certain studies regarding the actual time that each student gets to speak in the classroom, which can be affected by teacher-centered environments and large classes, among other factors (Bula, 2015; Cohen & Fass, 2001). The time devoted in class to answer to occasional direct questions does not add up to the argument that students are provided with enough time to speak in the classroom; therefore, it has been suggested that this issue be addressed by encouraging pair or group work in which students can exchange utterances and practice dialogues. However, even by doing so, it has been reported that each student's speaking time does not reach more than eight minutes in 100 hours of class (Cohen & Fass, 2001). In light of this, role-play could be another way to increase the time devoted to speaking in the classroom. However, additional studies will be required to determine how much of an improvement can realistically be achieved in SST through role-play.

6.2. Implications

This study contributes to the current body of research on role-play because of its mixed-methods perspective. It has been reported that limited quantitative



research related to drama strategies (among them role-play) have been published and that, in general, literature about the topic tends to be instructional (how to apply), intuitive, or narrative (Gill, 2013). Therefore, this study aims at adding empirical results to this field of research, in spite of its limitations. Additionally, it intends to contribute to the scarce research regarding role-play in EFL teaching at university level in Ecuadorian context.

As a pedagogical implication, this study also points to the benefits of role-play as a teaching strategy at university level. It not only promotes speaking in the classroom, but also helps enhance oral proficiency while providing a fun atmosphere that students seem to enjoy. Additionally, the use of props is recommended to help create a more realistic environment. Furthermore, promoting the use of affective factors, such as feelings, face expressions, or body language to express emotions, as suggested by DiNapoli (2009), is advised to enhance realism and enjoyment during the presentations.

With regards to the different role-play models, participants in this investigation felt more inclined towards creativity and freedom over more structured plays. Moreover, it is advisable to leave some room to improvisation in role-play to allow students experiment with the target language. However, teachers should be able to provide different settings to meet the requirements of all students, since there are some that feel more comfortable within set guidelines.

Role-play should be considered as an initial step to foster more complex techniques and oral communication, such as class discussions, debates, and speeches. Role-play could be practiced at beginner levels as a scaffolding method for promoting speaking in more advanced classes at the University of Azuay.



In summary, the results of this study showed that role-play helps improve the speaking skill in the EFL classroom in a number of ways. First, it allows for the development of multiple scenarios for students to test and practice the language they know. Second, it provides students with another vehicle for focusing on key language elements which might otherwise be confined to written exercises, such as vocabulary and grammar. Finally, by granting creative freedom to students to come up with their own dialogues, role-play can have a positive impact on their oral communication skill. Additionally, students consider role-play as a fun and enjoyable activity that leads to learning. In other words, taking the time to create opportunities for speaking through role-play is worthy of further consideration to improve the students' speaking skill by allowing them to learn while practicing the language.



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APPENDICES

Appendix A: Participant's Bio-data – General Information

CUESTIONARIO PARA ESTUDIANTES

Información Básica

Conteste las siguientes preguntas:

1. Nombre:

2. Edad: 18-19 ☐ 20-21 ☐ 22 o más ☐

3. Sexo: F ☐ M ☐

4. ¿En qué tipo de colegio se graduó?

Privado ☐ Fiscal ☐ Fiscomisional ☐

5. Además de su lengua materna, ¿habla usted otro idioma?

SI ☐ NO ☐

6. En caso de que su respuesta a la pregunta 5 fuera si, indique el idioma:

7. En una escala de 1 a 4, siendo 1 *básico* y 4 *excelente*, ¿Cómo considera usted su grado de conocimiento del idioma inglés de acuerdo al nivel que está cursando actualmente? Marque con una X la opción que considera adecuada a su nivel de inglés.

- 1. Básico ☐
- 2. Regular ☐
- 3. Bueno ☐
- 4. Excelente ☐

8. ¿Ha vivido usted en un país de habla inglesa (Ej. Canadá, Estados Unidos, Inglaterra, Australia, etc.)?

SI ☐ NO ☐

9. Si su respuesta a la pregunta 8 es si, por favor indique cuánto tiempo estuvo en ese país. ☐

- 1. Menos de tres meses ☐
- 2. De tres a seis meses ☐
- 3. De seis meses a un año ☐



Universidad de Cuenca

4. Más de un año

10. ¿Tiene usted posibilidades de hablar inglés fuera de su aula de clase?

SI ☐

NO ☐



Appendix B: Consent Form

CONSENTIMIENTO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACION

Título del Proyecto: Uso de dramatizaciones (role-play) para mejorar la destreza al hablar de estudiantes universitarios en una clase de inglés como lengua extranjera
Investigador: Ana Isabel Andrade. Teléfono: 0998167876. Email aandrade@uazuay.edu.ec

Explicación y propósito del estudio

Estamos realizando un estudio para investigar de qué manera el uso de actividades dramáticas en la clase influye en la expresión oral en inglés de estudiantes universitarios. Durante un período aproximado de 7 semanas y dentro del horario regular de clases, se realizará diferentes actividades que involucran la creación y representación de diálogos relacionados con los contenidos del sílabo.

A los estudiantes que accedan a participar en esta investigación se les pedirá completar un cuestionario escrito y participar en entrevistas a fin de obtener información que permita completar los objetivos del proyecto.

Se llevará registro de algunas de las actividades realizadas en clase a través de videos y/o grabaciones. El material que fuera recopilado será usado exclusivamente para propósitos de la investigación guardando absoluta reserva de la identidad de cada participante. Dichos registros serán mantenidos por el investigador en un lugar seguro y sólo el investigador tendrá acceso a ellos.

La participación en este proyecto es voluntaria. Su decisión de participar (o no) en la investigación, así como sus opiniones no afectarán de ninguna manera sus calificaciones ni conllevará pago alguno. El estudiante puede en cualquier momento decidir separarse de la investigación sin que su decisión traiga consecuencias negativas de ningún tipo. Sin embargo, el estudiante que se retirara del proyecto de investigación deberá continuar realizando las actividades como parte de la clase, pero nada de lo que diga o haga sería utilizado para la investigación.

Confirmando haber leído toda la información incluida en el presente documento y acepto voluntariamente participar en este proyecto de investigación.

Firma del estudiante: _____ Fecha: _____



Appendix C: Rubric for Oral Exams

Comprehension	2	Fully understands the questions asked, and answers correctly without any repetition.
	1,5	Understands most of what was asked and said with little repetition.
	1	Understands what was asked and said after some repetition.
	0.5	Understands too little even after constant repetition and rephrasing.
	0	Does not have the ability to understand questions and respond appropriately.
Fluency	2	Speech is effortless and smooth.
	1.5	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping of words.
	1	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	0.5	Speech is very slow and uneven except for short or routine sentences.
	0	Speech is so halting and fragmentary that conversation is virtually impossible.
Grammar	2	No more than two errors during the interview.
	1,5	Few errors, but no weakness that causes misunderstanding
	1	Occasional errors showing imperfect control of some patterns that cause occasional misunderstanding.
	0.5	Constant errors showing imperfect control of basic patterns that cause constant misunderstanding.
	0	Almost entirely inaccurate phrases that severely prevent communication.
Pronunciation	2	Clear pronunciation with correct stress, rhythm, and intonation patterns.
	1.5	Occasional mispronunciations which do not interfere with understanding.
	1	Some mispronunciations lead to occasional misunderstandings.
	0.5	Understanding is difficult due to unclear pronunciation.
	0	Unintelligible pronunciation interferes totally with understanding.
Vocabulary	2	Vocabulary covered in the course was used to communicate effectively and express ideas eloquently.
	1.5	A few minor difficulties arose from not using appropriate vocabulary.
	1	Choice of words sometimes inaccurate and limitations of vocabulary sometimes prevent communication.
	0.5	Limited vocabulary prevents communication.
	0	Communication is severely hampered due to lack of vocabulary.



Appendix D: Pre- Test: Placement Conversation Test

PLACEMENT CONVERSATION TEST

Name: _____

Date: _____

Instructions for teacher: Encourage students to answer with complete sentences. Avoid short answers (yes / no). One word and yes or no answers will be graded only in comprehension.

		comprehension	fluency	grammar	vocabulary	pronunciation
1	Tell me about you: Name, age, where from.					
2	What do you do? (for a living) Do you work / study? Where?					
3	Talk about your daily routine: What time do you get up? What do you usually do on weekends?					
4	Talk about your favorite ... actor, movie star, movie, singer, band					
5	Describe you class: What are your classes like? What are your classmates like?					
6	What do you prefer: boots or sandals? / jeans or cotton pants / leather or cotton jackets? Why?					
7	What did you do last weekend? / yesterday					
8	Describe yourself: age, hair, height, clothes					
9	Have you ever been to another city? When? Where? How long? How was it compared to Cuenca?					
10	Describe a place where you have been: weather, best time to go. Recommend what to do, food, clothing, etc.					
11	Recommend a good restaurant in Cuenca. Kinds of food, what to eat... Why?					
12	What should a person do (or not) for (sickness)? Recommend what is (isn't) good when you are sick					
13	What are you doing tonight? / On Saturday? Where? Why?					
14	What are you going to do after you graduate?					
15	What is different in your life from when you were in high school? What's different in your appearance?					

FINAL SCORE:

Individual parameters (over 30)

comprehension	fluency	grammar	vocabulary	pronunciation

TOTAL SPEAKING SCORE (OVER 150) _____ / 150

Use the attached UDA's rubric for speaking tests.

Test adapted from Cambridge Placement Evaluation Package. Interchange Fourth Edition.



Appendix E: Post-test: Final Speaking Test

FINAL SPEAKING TEST (POST TEST)

Name: _____

Date: _____

Instructions for teacher: Encourage students to answer with complete sentences. Avoid short answers (yes / no). One word and yes or no answers will be graded only in comprehension.

		comprehension	fluency	grammar	vocabulary	pronunciation
1	Introduce yourself (name, age, etc.)					
2	Talk about what you do for a living (work - study)					
3	What do you usually do for vacations? In your free time?					
4	Talk about your favorite sport. Do you practice it? How often? How long? How well do you play?					
5	Describe your family. How many people are there in your family? What do they do?					
6	What do you prefer: going to the beach or going shopping? Why?					
7	What did you do last week? ... last Saturday? Last Christmas?					
8	Describe your classmate: height, hair, age, clothes.					
9	Have you ever traveled? When? Where? How long? How was the weather?					
10	Recommend a visitor what to do in Cuenca, food, clothing, etc.					
11	What should a person do (or not) for (sickness)? Recommend what is (isn't) good when you are sick					
12	Invite your teacher to do something. Give an excuse for an invitation. Accept an invitation					
13	What are you doing tonight? / On Saturday? Where? Why?					
14	Talk about your plans for the future.					
15	What's different in your life (appearance) from when you were a child?					

FINAL SCORE:

Individual parameters (over 30)

comprehension	fluency	grammar	vocabulary	pronunciation

TOTAL SPEAKING SCORE (OVER 150) _____ / 150

Use the attached UDA's rubric for speaking tests.

Test adapted from Cambridge Placement Evaluation Package. Interchange Fourth Edition.



Appendix F: Role-play Scores – Rubric for Speaking in class

ROLE-PLAY SCORES – RUBRIC FOR SPEAKING IN CLASS

Date:

Instructions: What students should do for each specific role-play

NAME		SCORE					
1							
2							
3							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
		Content, comprehension (2 p)	Fluency (2p)	Vocabulary (2p)	Grammar (2p)	Pronunciation (2p)	Total (10 p)

Adapted from UDA's oral exam rubric.

Content and comprehension: Student understands the topic and the questions asked by a partner. Students participated actively in the preparation of the dialogue. They rehearsed and are prepared to present it.

Fluency: Students are not, somewhat or really hesitant when speaking.

Vocabulary: Students use vocabulary of the unit.

Grammar: Students use the grammar structures learned in class (correctly)

Pronunciation: Pronunciation is clear and does not interfere with the understanding of what is being said.



Appendix G: First Questionnaire
CUESTIONARIO DE OPINIÓN SOBRE ROLE-PLAY

Nombre: _____ Fecha: 11 de mayo de
2016

Las siguientes preguntas tienen como objetivo conocer su opinión acerca de las actividades de Role-Play (diálogos y actuaciones) que se realizan en clase. Por favor responda todas las preguntas con sinceridad.

1. ¿Había usted participado en actividades de Role-Play antes de este curso?

Explique:

SI ☐

NO ☐

2. ¿Cómo se sentía usted antes de las presentaciones? Explique:

3. ¿Cómo se sintió después de las presentaciones? Explique:

4. ¿Cree que preparar diálogos y actuaciones le ayuda a aprender inglés?

Explique:

5. ¿Cree que trabajar con sus compañeros para crear diálogos y actuaciones le ayuda en su aprendizaje de inglés? Explique:



6. ¿Cree usted que las actividades de Role-play le pueden ayudar a sentirse más tranquilo-a al hablar inglés? Explique:

7. ¿Cuál debería ser el rol del profesor en las actividades de role-play?

8. Comparando los dos tipos de role-play que ha realizado en clase, ¿Qué le parece mejor? Explique

- Que el profesor me indique qué información dar y pregunt ☐
- Tener libertad para crear mi propio diálogo ☐

9. ¿Podría el role-play ayudarle a mejorar su expresión oral en inglés? Explique:

SI

NO

- | | | |
|-------------------------|--------------------------|--------------------------|
| • Fluidez | <input type="checkbox"/> | <input type="checkbox"/> |
| • Vocabulario | <input type="checkbox"/> | <input type="checkbox"/> |
| • Estructura gramatical | <input type="checkbox"/> | <input type="checkbox"/> |
| • Pronunciación | <input type="checkbox"/> | <input type="checkbox"/> |

10. Alguna sugerencia para que las actividades de role-play sean más atractivas para usted

Muchas gracias.



Appendix H: Final Questionnaire

CUESTIONARIO DE OPINIÓN (FINAL) SOBRE ROLE-PLAY

Nombre: _____ Fecha: 11 de Julio de 2016

Las siguientes preguntas tienen como objetivo conocer su opinión acerca de las actividades de Role-Play (diálogos y actuaciones) que se realizaron en clase durante el semestre. Por favor responda todas las preguntas con sinceridad.

1. ¿Se sintió usted motivado a hablar durante las presentaciones/actuaciones? Explique:

SI ☐

NO ☐

2. ¿Cree usted que las actividades de role-play contribuyeron en su desempeño al hablar? Explique:

SI ☐

NO ☐

3. ¿Cree usted que realizar actividades de role-play le ha ayudado a mejorar su nivel general de inglés?
Explique:

SI ☐

NO ☐

4. ¿Al participar activamente en las actuaciones en clase se sintió nervioso de tener que hablar en inglés?
Explique:

SI ☐

NO ☐

5. ¿Cree que trabajar con sus compañeros para crear diálogos y actuaciones le ayudó en su aprendizaje de inglés? Explique:

SI ☐

NO ☐

6. ¿Cree usted que de alguna manera las actividades de role-play que se realizaron en clase influyeron en su resultado final en examen oral de inglés? Explique:

SI ☐

NO ☐

7. ¿Habría preferido realizar otras actividades diferentes, por ejemplo concentrarse en escribir o leer, en lugar de role-play?

8. Comentarios o sugerencias:

Muchas gracias.



Appendix I: Lesson Plans

UNIVERSIDAD DEL AZUAY ENGLISH LEVEL 2 – BUSINESS ADMINISTRATION- FAD0013 – 2G Lesson Plan – Module 1 - Unit 11 – It's a very exciting place!

Level	2 – Business Administration
Language Level	A2
Content Topic	Cities, hometowns, countries.
Allocated Time	8 hours
Lesson Duration	Mon-Tue 2hours (2 x 120 min.) – Wed 1 hour (60 min)
Materials and Resources	Course textbook, computer and speakers, whiteboard. UDA Virtual Classroom, YouTube videos, worksheets.
General Goal	<ul style="list-style-type: none"> • Talk about cities and countries using adverbs, adjectives and conjunctions. • Discuss popular vacation places using can and should.
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask about and describe cities • Ask for and give suggestions about what to do (or not) in a place. • Talk about travel. • Use adverbs before adjectives and conjunctions: and, but, however, though. • Use modals can and should.

MODULE TIMING AND ACTIVITIES: April 18 – 26, 2016

Date	Content	Learning Objective	Learning outcome Student can...
April 18 (2 hours)	<p>Warm up activity: (5 min) Brainstorm – Adjectives to describe places Find the opposite – Identify opposites Pair work – Describe (orally) a place you know using adjectives.</p> <p>Listening: (5 min) Listen to a conversation about San Juan.</p> <p>Answer questions about the conversation.</p> <p>Teacher's explanation of</p>	<p>Remember and learn vocabulary for describing places.</p> <p>Hear adverbs, adjectives and conjunctions used in context. Understand a conversation.</p> <p>Understand the meaning of each adverb and how it modifies the adjective. Identify positive</p>	<p>Identify adjectives. Use adjectives to describe places.</p> <p>Identify adverbs, adjectives and conjunctions to describe places.</p> <p>Understand how adverbs, adjectives and conjunctions are used in</p>



MODULE TIMING AND ACTIVITIES: April 18 – 26, 2016			
Date	Content	Learning Objective	Learning outcome Student can...
	<p>grammar: (10 min) Explain how adverbs and conjunctions are used to describe places. Adverbs (extremely, very, really, pretty, fairly, somewhat, too) Conjunctions (and, but, however, though)</p> <p>Practice: (60 min) Complete grammar exercises in Student's book and workbook. Practice using adverbs before adjectives. Write sentences using conjunctions. Wrap up Summary of the class – (15 min) Review of adjectives, adverbs and conjunctions. Describe your city (orally)</p> <p>To prepare for the next class, students will visit the Virtual Classroom and watch a video about adjectives. Then, students will complete a worksheet about adjectives (opposites) and conjunctions.</p>	<p>and negative ideas.</p> <p>Use adverbs to modify adjectives. Use conjunctions to connect ideas.</p> <p>Remember and use what has been explained.</p> <p>Practice the use of adjectives and conjunctions.</p>	<p>utterances.</p> <p>Identify and use adverbs, adjectives and conjunctions to describe places.</p> <p>Use adjectives and conjunctions to describe places.</p> <p>Use adjectives and conjunctions to describe places.</p>
April 19 (2 hours)	<p>Warm up Game – (5 min) Catch the ball and say the opposite. Students throw a ball saying an adjective and the one who catches it, says the opposite of that adjective. Then he throws the ball to another student ... Brainstorm – (15 min) Say phrases to describe your city. Teacher writes the phrases on the board. Combine the sentences using the correct conjunction.</p>	<p>Remember adjectives</p> <p>Remember and practice conjunctions</p> <p>Develop skills in</p>	<p>Identify adjectives and opposites.</p> <p>Use conjunctions.</p> <p>Understand conversations</p>



MODULE TIMING AND ACTIVITIES: April 18 – 26, 2016			
Date	Content	Learning Objective	Learning outcome Student can...
	<p>Listening (5 min) Listen to people talk about their hometowns and answer the questions.</p> <p>Teacher explanation: (5 min) How to write a paragraph. Introduction: topic sentences. Body: supporting details. Conclusions.</p> <p>Practice (30 min) Write about the city students live in using adverbs, adjectives and conjunctions.</p> <p>Teacher explanation – (5 min) Grammar – Questions structure – When and how to use modal verbs can, can't, should, shouldn't, shouldn't miss.</p> <p>Listening: (5 min) Listen to a conversation about a city. What can people do there?</p> <p>Practice: (20 min) Complete grammar exercises in Student's book and workbook. Ask questions and give suggestions using can and should. Teacher explanation: (10 min) Introduction of useful questions and vocabulary to ask about places: Weather, seasons, entertainment, shopping, etc. What's the best time to visit that place? What's the weather like then?</p>	<p>listening for details</p> <p>Write a paragraph about a place identifying introduction, body and conclusions.</p> <p>Identify and use modals can and should.</p> <p>Hear modals can and should in context.</p> <p>Practice conversations using can and should.</p> <p>Ask questions to obtain useful information for traveling.</p> <p>Ask questions to obtain useful information for</p>	<p>and identify details.</p> <p>Write using the correct structure and grammar.</p> <p>Identify what is possible (or not) to do in a place. Describe and suggest what to do (or not) in a place.</p> <p>Identify modals can and should in a conversation.</p> <p>Use can and should to ask and answer questions.</p> <p>Ask and answer questions about cities and places.</p> <p>Understand how language is used to describe places.</p>



MODULE TIMING AND ACTIVITIES: April 18 – 26, 2016			
Date	Content	Learning Objective	Learning outcome Student can...
	<p>Practice (orally): (10 min) Ask questions about a foreign country. Find out important information you need to travel to that place. To prepare for the next class, students will visit the Virtual Classroom and view a video about traveling inspiration.</p>	<p>traveling.</p> <p>See language used in context. Get inspired for the final project of the unit.</p>	
April 20 (1 hour)	<p>Warm up – (10 min) Talk about the video – Traveling inspiration. Group discussion: students talk about traveling and places they would like to visit.</p> <p>Practice – (20 min) Focus on language: complete worksheet related to unit's content and grammar structures.</p> <p>To prepare for the next class, students will visit the Virtual Classroom and read the instructions for their final project: Role-play. Students can bring their laptops or electronic devices next class to work on their project.</p>	<p>Describe places. Review what has been learnt.</p> <p>Practice the use of adjectives, adverbs and conjunctions to describe places. Practice the use of can and should.</p>	<p>Use language to describe and ask about places.</p> <p>Use grammar and vocabulary to solve exercises.</p>
April 25 (2 hours)	<p>Teacher explanation: – (10 min) Role-play What is role-play? What is expected from students? What is expected from the teacher? Explanation of what students need to do to prepare their sketches. Group formation: Students form dyads to prepare their project. Explain scenarios.</p>	<p>Use language to</p>	<p>Use language to</p>



MODULE TIMING AND ACTIVITIES: April 18 – 26, 2016			
Date	Content	Learning Objective	Learning outcome Student can...
	Pair work – (100 min) Students are assigned the role of a travel agent or a client for the role play. Students prepare the dialogues and presentations according to the given instructions. Students prepare prompts to help them with their role-play (example: Power Point presentation with pictures of the place) Students rehearse their dialogues.	prepare a dialogue and a presentation about travel destinations.	talk about travel destinations.
April 26 (2 hours)	Role-play Students act out a dialogue in a travel agency. They talk about places to visit. Describe the place. Give information about what to do or not to do there.	Describe places. Use adjectives, adverbs and conjunctions to describe places. Use modals can and should to ask questions and suggest places to visit.	Talk about travel destinations.

* Adapted from: Brown (2007) and Richards (2013)



Lesson Plan – Module 2 - Unit 12 – It really works!

Level	2 – Business Administration
Language Level	A2
Content Topic	Health problems; medication and remedies; products in a pharmacy.
Allocated Time	6 hours
Lesson Duration	Mon-Tue 2hours (2 x 120 min.) – Wed 1 hour (60 min)
Materials and Resources	Course textbook, computer and speakers, whiteboard.
General Goal	<ul style="list-style-type: none"> • Talk about health problems. • Ask for advice. • Give suggestions.
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about health problems and remedies. • Ask for advice and give suggestions about what to do (or not) when sick. • Listen to health problems and give advice. • Make requests. • Use modals can, should, may. • Use adjectives and nouns + infinitives.

MODULE TIMING AND ACTIVITIES: April 27 – May 4, 2016

Date	Content	Learning Objective	Learning outcome
April 27 (1 hour)	<p>Warm up activity: (5 min) Brainstorm – Common illnesses. Name most common health problems.</p> <p>Introduction of new vocabulary: headache, backache, hiccups, sore muscles, etc. Identify health problems students have had recently and how the overcame them.</p> <p>Listening: (5 min) Listen to a conversation about health problems.</p> <p>Answer questions about the</p>	<p>Remember and learn vocabulary about common health complaints.</p> <p>Hear and practice vocabulary.</p> <p>Hear about health problems. See adjective + infinitive and noun + infinitive in context. Understand a conversation.</p>	<p>Identify illnesses and house remedies.</p> <p>Understand a conversation and identify health problems and remedies.</p>



MODULE TIMING AND ACTIVITIES: April 27 – May 4, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>conversation.</p> <p>Teacher's explanation of grammar: (10 min) Explanation of how and when use adjective + infinitive (it's important to..., it's sometimes helpful to...) and noun + infinitive (it's a good idea to..., it isn't a good idea to...) Comparison of "can" and "should" with adjective and nouns + infinitive.</p> <p>Practice: (20 min) Complete grammar exercises in Student's book and workbook. Practice using adjective + infinitive and noun + infinitive.</p> <p>Speaking – (10 min) Pair work: Ask for advice and give suggestions about health problems.</p>	<p>Understand the use of grammar structures to ask for advice and give suggestions.</p> <p>Practice using adjective + infinitive and noun + infinitive.</p> <p>Practice new vocabulary. Give advice.</p>	<p>Use language to ask for and give advice.</p>
May 2 (2 hours)	<p>Warm up Game – (15 min) Got it! – Students are divided into three groups. The teacher gives a marker to each group. When the teacher says "duck, duck..." students pass the marker among their group. When teacher say "goose" the student who has the marker comes to the board to draw or write what the teacher asks. The student who finishes first, says "got it" and if their answer is right, they win a point.</p> <p>Video – (5 min) Watch the video "Onion soup and chocolate". People discuss their home remedies for colds.</p>	<p>Remember health complaints and illnesses (vocabulary)</p> <p>Draw, write and represent words.</p> <p>Learn vocabulary: cold remedies. Listen to language in action.</p> <p>Develop skills in listening for details</p>	<p>Identify vocabulary related to common health problems.</p> <p>Understand conversations about cold remedies and</p>



MODULE TIMING AND ACTIVITIES: April 27 – May 4, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>Practice – (30 min) Complete video related activities: Watch for details and answer the questions. Complete video worksheet. Request for advice. Give suggestions. Talk about popular cold remedies.</p> <p>Introduction of new vocabulary: (10 min) Over the counter medicines and containers.</p> <p>Practice (60 min) Students are given some time to memorize vocabulary. Game – Guess the word. Students are divided in two groups. Each group chooses a volunteer to sit below the blackboard and a student from the opposite team writes a word on top. Students from the same team must explain or act the word so the participant can guess which word it is.</p>	<p>Remember and learn vocabulary.</p> <p>Use language to explain vocabulary. Recall previous learned vocabulary.</p>	<p>identify details.</p> <p>Use adjectives and nouns + infinitive to give advice.</p> <p>Identify and use new vocabulary.</p> <p>Identify and use words in context.</p>
May 3 (2 hours)	<p>Warm up – (5 min) Discuss about common health complaints and house remedies. Students work in groups of four.</p> <p>Teacher explanation – (5 min) Modal verbs can, could, may for requests and suggestions.</p> <p>Listening (5 min) Listen to a conversation to identify health problems.</p> <p>Practice – (30 min) Complete students' book and workbook exercises using modal verbs.</p>	<p>Practice conversations to ask advice and give suggestions.</p> <p>Understand how and when use modals.</p> <p>Listen to language in context.</p> <p>Practice the use of can, could and may.</p>	<p>Use language to describe health issues and give advice.</p> <p>Use modals for requests and suggestions.</p> <p>Develop skills in listening for specific information.</p> <p>Use grammar and vocabulary to solve exercises.</p>



MODULE TIMING AND ACTIVITIES: April 27 – May 4, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>Teacher explanation – (5 min) How to write an advice column.</p> <p>Reading: Letters to an advice columnist.</p> <p>Practice – (20 min) Students write a short letter to an advice columnist on a piece of paper. They ask for advice on a problem (not necessarily a health-related problem).</p> <p>Reading and Speaking (20 min) All letters are put inside a bag. Students pick one letter, read its content and give a suggestion to solve the problem (orally).</p> <p>Group work - (30 min) Role-play preparation Students form groups of three or four. They prepare a radio show in which callers ask for advice on different topics and the radio host gives advice.</p>	<p>Understand how advice columns are written.</p> <p>See how language is used to ask for advice and give suggestions in written form.</p> <p>Practice asking for advice in written form. Use modals for requests.</p> <p>Understanding language in context. Use noun and adjectives + infinitive, or modals to give suggestions. Practice speaking to give suggestions.</p> <p>Use creativity and language to make a dialogue.</p>	<p>Use language to write asking for advice. Use language to give advice. Read for comprehension.</p> <p>Use language to describe a problem and ask for advice.</p> <p>Use language to give advice.</p> <p>Use language to ask for advice and give suggestions.</p>
May 4 (1 hour)	<p>Role-play Rehearsing (15 min) Students finish up and practice their dialogues before presenting their sketch to the class.</p> <p>Each group represent a radio talk show to discuss problems and ask / give advice.</p>	<p>Practice pronunciation and intonation.</p> <p>Talk about problems. Use modals to ask for advice. Use adjectives</p>	<p>Use language to talk about problems, ask for advice and give suggestions.</p>



MODULE TIMING AND ACTIVITIES: April 27 – May 4, 2016			
Date	Content	Learning Objective	Learning outcome
		and nouns + infinitive to give suggestions.	

* Adapted from: Brown (2007) and Richards (2013)



Lesson Plan – Module 3 - Unit 13 – May I take your order?

Level	2 – Business Administration
Language Level	A2
Content Topic	Food and restaurants
Allocated Time	7 hours
Lesson Duration	Mon-Tue 2hours (2 x 120 min.) – Wed 1 hour (60 min)
Materials and Resources	Course textbook, computer and speakers, whiteboard, cardboard, food pictures. UDA Virtual Classroom, YouTube videos.
General Goal	<ul style="list-style-type: none"> • Talk about food. • Express preferences and opinions. • Agreeing and disagreeing.
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Talk about food and restaurants. • Agree or disagree about food preferences. • Order food at a restaurant. • Use modals would and will for requests. • Use so, too, neither and either. • Write a restaurant review.

MODULE TIMING AND ACTIVITIES: May 9 – May 18, 2016			
Date	Content	Learning Objective	Learning outcome
May 9 (2 hours)	Warm up activity: (15 min) Brainstorm – popular food	Remember and learn vocabulary about food.	Identify food.
	Talk about some foods and their origins – Teacher tells students the name of some popular foods, for example noodles and pizza and students guess their place of origin.	Practice language in context.	Talk about food origins.
	Listening: (5 min) Listen to a conversation: Getting something to eat. Answer questions about the conversation.	Listen to people deciding what to eat. See so, too, neither, either in context.	Understand a conversation and identify expressions to agree or disagree.
	Introduction of new vocabulary and useful expressions: (30 min) A menu: appetizers, main dishes, soups and salads, desserts, beverages, dressings. I'm in the mood for ..., I love ..., I	Learn new phrases to express opinion about food.	Express opinion about food. Likes and dislikes. Agree and disagree.



MODULE TIMING AND ACTIVITIES: May 9 – May 18, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>can't stand ..., I hate...</p> <p>Agreeing and disagreeing using so, too, neither and either.</p> <p>Practice: (40 min) Complete grammar exercises in Student's book and workbook. Practice using too, so, either and neither.</p> <p>Wrap up - Speaking – (20 min) Pair work – Students discuss their likes and dislikes about food. Review Present Perfect questions and follow up questions – Have you ever eaten ...? How was it? Do you like ...? Agree and disagree.</p>	<p>Practice agreeing and disagreeing.</p> <p>Practice vocabulary and asking and answering questions. Practice agreement and disagreement.</p>	<p>Use language to agree and disagree.</p> <p>Use language to ask and answer questions about food preferences. Use language to agree and disagree.</p>
May 16 (2 hours)	<p>Warm up – (10 min) Remember food vocabulary. Review: so, too, neither, either.</p> <p>Practice – (30 min) Complete workbook exercises.</p> <p>Teacher explanation – (5 min) Food categories; Meat, seafood, vegetables, fruits, grains. Adjectives to describe food: healthy, rich, bland, greasy, spicy, good, tasty, etc.</p> <p>Listening (5 min) Listen to a conversation: Ordering a meal.</p> <p>Teacher explanation – (5 min) Modal verbs would and will for requests.</p> <p>Practice – (30 min)</p>	<p>Practice conversations to ask about food preferences.</p> <p>Practice agreement and disagreement.</p> <p>Learn new vocabulary.</p> <p>Listen to language in context.</p> <p>Practice the use of would and will for requests.</p>	<p>Use language to agree and disagree.</p> <p>Use language to agree and disagree.</p> <p>Identify food categories. Use adjectives to describe food.</p> <p>Develop skills in listening for specific information.</p> <p>Use would and will for requests.</p>



MODULE TIMING AND ACTIVITIES: May 9 – May 18, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>Complete students' book and workbook exercises using modal verbs.</p> <p>Teacher explanation – (5 min) How to write a restaurant review.</p> <p>Reading: A restaurant review.</p> <p>Practice – (30 min) Students write a review about the university's cafeteria.</p> <p>To prepare for the next class, students will visit the Virtual Classroom and watch the video: Hold the chicken - Five easy pieces. Students take notes of the food mentioned in the video.</p>	<p>Practice the use of would and will for requests.</p> <p>See how language is used to write a restaurant review.</p> <p>Understanding language in context.</p> <p>Use food vocabulary and adjectives to describe food at the cafeteria.</p> <p>See language in use.</p>	<p>Use grammar and vocabulary to solve exercises.</p> <p>Read for comprehension.</p> <p>Use language to write a restaurant review.</p> <p>Identify food items from a conversation.</p>
May 17 (2 hours)	<p>Video discussion – (5 min) Students give their opinions about the video in the virtual classroom. The class discusses about the characters' attitudes (politeness).</p> <p>Warm up – (10 min) The teacher gives students pictures of different kinds of food. In the board, the teacher draws a menu. Students must classify the pictures and place them in the correct place on the menu.</p> <p>Video: The importance of non-verbal queues as told by "Friends" (10 min) Watch the video to notice the importance of face expressions, hand movement and body language to communication. Practice some non-verbal queues</p>	<p>Discuss about politeness and impoliteness in language use.</p> <p>Recognize foods and classify elements into appetizers, main dishes, desserts, beverages, etc.</p> <p>Observe how verbal and non-verbal queues contribute to transmitting a message.</p>	<p>Recognize politeness and impoliteness in language use.</p> <p>Distinguish food elements in a menu.</p> <p>Identify verbal and non-verbal queues.</p>



MODULE TIMING AND ACTIVITIES: May 9 – May 18, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>to communicate a message.</p> <p>Group work - (40 min) Students form groups of three or four.</p> <p>Speaking - Students agree (or disagree) on the name of the restaurant and the kind of food they will serve.</p> <p>Using pictures and cardboards, students make a restaurant menu.</p> <p>Teacher explanation: (2 min) The teacher gives instructions for role-playing orally and in paper. Students need to prepare a dialogue under certain guidelines, for example the use of verbal and non-verbal queues. However, creativity is promoted.</p> <p>Role-play preparation (50 min) In groups of three or four, students assign each other roles for the play (waiter, clients, cashier, etc.) Students prepare a dialogue to order food in a restaurant. They also practice some small talk while waiting for the food to be served.</p>	<p>Practice agreeing and disagreeing using too, so, either, neither.</p> <p>Use vocabulary from the unit to create a menu.</p> <p>Use vocabulary and grammar structures to create a dialogue at a restaurant. Practice ordering food in a restaurant.</p>	<p>Use language to express agreement or disagreement.</p> <p>Use language to make a restaurant menu.</p> <p>Use language to order food in a restaurant. Practice small talk while waiting for the food to be served.</p>
May 18 (1 hour)	<p>Role-play</p> <p>Rehearsing (5 min) Students practice their dialogues before presenting their sketch to the teacher.</p> <p>Role-play (50 min) Students present their sketches to the teacher.</p>	<p>Practice pronunciation and intonation.</p> <p>Order food in a restaurant.</p> <p>Use modals will and would.</p> <p>Practice small-talk.</p> <p>Include non-verbal queues in addition to words when speaking.</p>	<p>Use language to order food in a restaurant.</p> <p>Ask and answer questions.</p> <p>Use facial and body expressions to communicate feelings.</p> <p>Agree and disagree.</p>



* Adapted from: Brown (2007) and Richards (2013)

Lesson Plan – Module 4 - Unit 14 – The biggest and the best!

Level	2 – Business Administration
Language Level	A2
Content Topic	World geography and facts; countries.
Allocated Time	7 hours
Lesson Duration	Mon-Tue 2hours (2 x 120 min.) – Wed 1 hour (60 min)
Materials and Resources	Course textbook, computer and speakers, whiteboard, cardboard. Video and video Worksheet.
General Goal	<ul style="list-style-type: none"> Describe countries and geographic sites. Make comparisons. Ask and answer trivia questions about countries and geographic sites.
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe countries and geographic sites. Compare places. Express opinions. Talk about distances and measurements. Use comparatives and superlatives. Ask questions with “How” Create and play a trivia game with questions about geography.

MODULE TIMING AND ACTIVITIES: May 23 – May 30, 2016			
Date	Content	Learning Objective	Learning outcome
May 23 (2 hours)	Introduction of new vocabulary (10 min) Geography words. Match the word with the picture.	Hear and practice vocabulary. Identify geography words.	Identify and use geography words.
	Brainstorm – (5 min) Think of famous examples of each geography word. (For example, Niagara Falls, Grand Canyon, Dead Sea, etc.)	Relate famous places to geography vocabulary.	Identify famous places around the world.
	Listening: (5 min) Listen to a conversation about famous geographic locations.	Hear comparisons and superlatives in context. Understand a conversation.	Understand a conversation and identify geography words and superlatives.
	Answer questions about the conversation.	Understand the	Compare things.



MODULE TIMING AND ACTIVITIES: May 23 – May 30, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>Teacher's explanation of grammar: (20 min)</p> <p>Review of adjectives, comparatives and superlatives. (er – est / more / the most).</p> <p>Questions with comparatives and superlatives.</p> <p>Practice: (30 min) Complete grammar exercises in Student's book and workbook. Practice comparisons and superlatives.</p> <p>Writing – (30 min) Talk about important locations in your country. Suggest places to visit in Ecuador.</p> <p>Wrap-up – (20 min) Game - Tic-Tac-Toe On the board, the teacher draws a big tic-tac-toe with adjectives. The class is divided in two groups. In turns, students from each group go to the board and write the comparative or superlative form of one adjective. The group who completes a row first, wins.</p>	<p>rules to form comparatives and superlatives according to the number of syllables. Identify when to use comparatives and superlatives.</p> <p>Questions with comparatives and superlatives.</p> <p>Practice using comparatives and superlatives.</p> <p>Practice vocabulary. Recommendations using comparisons with adjectives.</p> <p>Practice comparatives and superlatives.</p>	<p>Use comparatives and superlatives to ask questions.</p> <p>Use language to compare geographic locations.</p> <p>Use language to describe places and give suggestions.</p> <p>Apply rules to make comparisons and superlatives.</p>
May 24 (2 hours)	<p>Warm up</p> <p>Listening – (10 min)</p> <p>Trivia game – Listen and answer</p>	<p>Listen and understand questions. Listen</p>	<p>Identify vocabulary related to</p>



MODULE TIMING AND ACTIVITIES: May 23 – May 30, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>trivia questions about geography.</p> <p>Video – (10 min) Watch the video “Around the World”. Contestants in a game show answer test their knowledge on different subjects. Complete the video worksheet.</p> <p>Practice – (30 min) Complete video related activities: Watch for details and answer the questions. Complete video worksheet. Complete the phrases (cloze exercise)</p> <p>Introduction of new vocabulary: (10 min) Distances and measurements. Questions with how (How big, how high, how long, how deep, etc.)</p> <p>Practice (20 min) Ask and answer questions with how. Students’ book and workbook exercises.</p> <p>Group work – (40 min) -Groups of five or six students- In cardboard pieces, write 20 questions about geography, famous locations and/or how questions for a TV game show (Trivia questions). Give three possible answers for each question. (Only one is correct) - Use laptops or electronic devices to confirm the correct answer for each question. For example: Which is the deepest ocean in the world? The Pacific / The Atlantic / The Arctic.</p>	<p>for details. Answer questions. See language in context.</p> <p>Listen for details. Complete cloze exercises. Practice comparisons with adjectives.</p> <p>Ask and answer questions with how.</p> <p>Practice questions with how.</p> <p>Practice comparisons and superlatives. Practice questions with how. Identify famous locations around the world.</p>	<p>geography and locations.</p> <p>Understand language in context.</p> <p>Use adjectives in the comparison or superlative form.</p> <p>Identify and use new vocabulary.</p> <p>Identify and use words in context.</p> <p>Use language to ask geography questions.</p>



MODULE TIMING AND ACTIVITIES: May 23 – May 30, 2016			
Date	Content	Learning Objective	Learning outcome
May 25 (1 hour)	<p>Role-play – Trivia- Game show (60 min) Group work Students get together with their groups/teams. One person from each team is in charge of asking the questions from the cards. Students from the other team have 30 seconds to discuss, agree and give the correct answer. The team with more correct answers wins. *Correct answers: Answers with the correct grammar (comparative or superlative form) and the correct information.</p>	<p>Practice language in context. Practice the use of comparatives and superlatives.</p>	<p>Identify geographic locations. Answer trivia questions. Use language for comparisons and superlatives.</p>
May 30 (2 hours)	<p>Reading about Antarctica. (40 min) Read and answer questions about the windiest and coldest place on earth.</p> <p>Class Discussion (20 min) In groups of four or five talk about important tourist destinations in Ecuador. What can people do in that place? Suggest places to visit. Choose the most beautiful place to visit in the country.</p> <p>Teacher explanation (10 min) How to write an article to promote a place in a country. Introduction and topic sentence (How to write a catchy phrase) Body: supporting details and examples. Conclusion: Wrap up / Summary.</p> <p>Writing – (50 min) Write an article to promote a place in your country.</p>	<p>See comparisons and superlatives in context. Read and discuss an article. Develop skills in recognizing details. Answer questions.</p> <p>Describe places. Use comparisons and superlatives to promote a place.</p> <p>Describe places. Use comparisons and superlatives to promote a place.</p>	<p>Understand written material. Use language to answer questions. Talk about places.</p> <p>Use language to describe a place.</p> <p>Use language to describe, promote and recommend places to visit.</p> <p>Use language to describe, promote and recommend places to visit.</p>



* Adapted from: Brown (2007) and Richards (2013)

Lesson Plan – Module 5 - Unit 15 – I’m going to a soccer match

Level	2 – Business Administration
Language Level	A2
Content Topic	Invitations and excuses; leisure-time activities; telephone messages
Allocated Time	6 hours
Lesson Duration	Mon-Tue 2hours (2 x 120 min.) – Wed 1 hour (60 min)
Materials and Resources	Course textbook, computer and speakers, whiteboard. UDA Virtual Classroom, YouTube videos, worksheets.
General Goal	<ul style="list-style-type: none"> • Talk about activities and plans. • Invite people. • Give excuses. • Take and give messages.
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Talk about plans • Make invitations. • Accept and refuse invitations. • Give reasons. • Take and leave messages. • Use “going to” and present continue for future plans.

MODULE TIMING AND ACTIVITIES: May 31 – June 13, 2016

Date	Content	Learning Objective	Learning outcome
May 31 (2 hours)	Brainstorm- (5 min) Common excuses for not accepting invitations. Think of good and bad excuses. Listening: (10 min) Listen to people making plans. Answer questions about the conversation. Class discussion: (10 min) Related to the previous conversation. Talk about people’s feelings. How will they feel if you refuse an invitation? What do you usually do when you don’t want to go out with someone?	Give excuses. Notice other peoples’ feelings. Hear future with present continuous and be going to in context. Think about real-life situations. Discuss about what to do in these situations.	Use language to make up excuses. Identify polite and impolite excuses. Listen for details. Distinguish present continuous and be going to for future. Use language to express opinions.



MODULE TIMING AND ACTIVITIES: May 31 – June 13, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>What do you usually do when you want to go out with someone but you have something else to do? Do you think excuses are necessary?</p> <p>Teacher's explanation of grammar: (15 min)</p> <p>Future with going to and present continuous.</p> <p>Comparison of "going to" + verb and present continuous.</p> <p>Time expressions</p> <p>Practice: (40 min)</p> <p>Complete grammar exercises in Student's book and workbook.</p> <p>Practice using going to or present continuous used as future.</p> <p>Introduction of new vocabulary: (20 min)</p> <p>Leisure activities.</p> <p>Learn new vocabulary and classify activities into spectator sports, friendly gatherings and live performances.</p> <p>Think of more activities that fit on this classification.</p> <p>Speaking – (15 min)</p> <p>Pair work: Ask your partner about activities they do in their free time.</p>	<p>Use present continuous or going to + verb to express future plans.</p> <p>Practice the use of grammar structures to express future plans.</p> <p>Practice vocabulary. Classify activities. Identify leisure activities.</p> <p>Practice asking and answering questions.</p>	<p>Identify present continuous vs. going to for future.</p> <p>Use language to express future plans.</p> <p>Identify activities to do for pleasure during free times.</p> <p>Use language to ask and answer about leisure activities.</p>
June 1 (1 hour)	<p>Warm up</p> <p>Writing – (10 min)</p> <p>In a piece of paper write an invitation to do something crazy or unusual. For example: What are you doing Saturday? Would you like to go to a frog race?</p> <p>Game – (15 min)</p> <p>Students' invitations for something unusual are placed in a bag. In turns, students take a paper, read</p>	<p>Practice writing invitations.</p> <p>Practice vocabulary. Practice giving excuses.</p>	<p>Use language to ask people out.</p> <p>Understand invitations. Accept or refuse invitations.</p>



MODULE TIMING AND ACTIVITIES: May 31 – June 13, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>the invitation and answer either accepting or refusing the invitation and giving and excuse.</p> <p>Video – (5 min) Watch the video “String Cheese”. People organize a birthday party.</p> <p>Practice – (30 min) Complete video related activities: Watch for details and answer the questions. Complete video worksheet. Request a favor.</p>	<p>Develop skills in listening for details</p> <p>Practice asking for favors. Answer video-related questions. Watch for details. Complete cloze exercises.</p>	<p>Ask follow-up questions.</p> <p>Understand conversations about organizing parties and invitations.</p> <p>Identify and use words in context. Ask for favors.</p>
June 6 (2 hours)	<p>Teacher explanation – (5 min) Modal verbs can, could, would for invitations vs Present continuous (What are you doing on ...? vs going to + verb (What are you going to do on...? Complete workbook exercises – (20 min)</p> <p>Group work – (30 min) Find out your classmates’ plans for the weekend. Write down their answers. Talk about your plans for the weekend.</p> <p>Listening (5 min) Listen to people talking on the phone take and leave messages.</p> <p>Teacher explanation – (5 min) Statements (with tell) Requests (with ask)</p> <p>Practice – (20 min) Complete students’ book and</p>	<p>Understand to use modals or going to + verb or present continuous.</p> <p>Use modals, going to + verb, or present continuous.</p> <p>Practice asking questions about future plans using going to + verb or present continuous.</p> <p>Listen to language in context. See messages with ask and tell in context. Take messages.</p> <p>Practice statements and</p>	<p>Use grammar and vocabulary to solve exercises.</p> <p>Use language to ask and answer questions.</p> <p>Understand a conversation. Take notes.</p> <p>Distinguish between a statement and a request.</p> <p>Distinguish between a</p>



MODULE TIMING AND ACTIVITIES: May 31 – June 13, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>workbook exercises with take and ask.</p> <p>Video Candid Camera – A funny phone call. (15 min) Students practice taking messages.</p>	<p>requests.</p> <p>Practice statements and requests.</p> <p>See how language is used leave and take messages. Listening to telephone calls and practice taking messages. Practice spelling and numbers.</p>	<p>statement and a request.</p> <p>Understand phone calls. Take messages.</p>
June 7 (2 hours)	<p>Listening – Taking a message (20 min) Practice taking and leaving messages</p> <p>Teacher explanation (10 min) Negative Infinitives in requests (...ask... not to call, ...ask... not to go) Negative statements (don't call, don't go) Practice (15 min) Workbook exercises about negative infinitives.</p> <p>Useful expressions: (30 min) May I speak to? Is In? – I'm sorry, but ... isn't here. Can I leave / take a message? Really? It's OK. Oh, that's ok / that's nice. That's amazing! / That sounds fun.</p>	<p>Hear language in context. Hear negative infinitives in context Take messages</p> <p>Distinguish between negative statements and negative requests.</p> <p>Practice incorporating body language, facial expressions and tone of voice (pitch) as a reaction to a statement.</p>	<p>Understand phone calls. Take messages.</p> <p>Use negative infinitives in requests.</p> <p>Use body language and pitch in conversations.</p>



MODULE TIMING AND ACTIVITIES: May 31 – June 13, 2016			
Date	Content	Learning Objective	Learning outcome
	<p>Incorporate body language, facial expressions and tone of voice (happiness, excitement, sadness to expressions)</p> <p>Speaking – (30 min) Pair work - Practice phone conversations. Leave messages with statements and requests. Take turns.</p>	<p>Practice using tell and ask for leaving messages. Practice phone conversations. Use pitch and body language.</p>	<p>Use ask and tell to leave messages. Take messages.</p>
June 8 (1 hour)	<p>Teacher explanation (5 min) Students are given precise instructions orally and in paper to assign their roles in the organization of a party.</p> <p>Role-play preparation Students form groups of four or five people. They assign specific roles (who organizes the party, who will be the guests) Organizers: Discuss about who to invite (or not). What to do and what to take. Where to do it. Students prepare invitations. Guests: Discuss who is going to accept and who is going to refuse the invitation. The group writes a dialogue to invite, accept or refuse an invitation. Write and rehearse follow-up questions.</p>	<p>Language in use: Make invitations. Ask follow-up questions. Accept invitation. Refuse invitation giving excuses. Use pitch and body language in conversations.</p>	<p>Use language to make invitations, accept, refuse or give excuses.</p>
June 13 (2 hours)	<p>Role-play rehearsal (20 min) Students practice their dialogues.</p> <p>Role-play presentation (90 min) Students perform their sketches in front of the class.</p>	<p>Language in use: Make invitations. Ask follow-up questions. Accept invitation. Refuse invitation giving excuses. Use pitch and body</p>	<p>Use language to make invitations, accept, refuse or give excuses.</p>



MODULE TIMING AND ACTIVITIES: May 31 – June 13, 2016			
Date	Content	Learning Objective	Learning outcome
		language to express feelings.	

* Adapted from: Brown (2007) and Richards (2013)



Appendix J: Authorization

Universidad del Azuay – Autorización para realizar investigación

AUTORIZACION PARA PROYECTO DE INVESTIGACION

Por medio de la presente se autoriza a que la Ing. Ana Isabel Andrade Chacón, profesora de la Unidad de Idiomas de la Universidad del Azuay, realice su trabajo de investigación previo a la obtención del título de Maestría en el área de inglés.

El proyecto de investigación, cuyo título es *"The use of role-play to improve the speaking skill of undergraduate students within an EFL communicative classroom context"*, se llevará a cabo durante el ciclo Marzo-Julio de 2016 en la Facultad de Administración de Empresas, con los estudiantes del paralelo 2G, de la asignatura Inglés 2. La profesora deberá cumplir con las actividades establecidas en el sílabo desarrollado por los docentes de la Unidad de Idiomas para este nivel, empleando además la bibliografía seleccionada, que en este caso corresponde al texto de inglés *Interchange Fourth Edition 1B*.

Atentamente,

Prof. Diana Lee Rodas Reinbach, Mgt.
Coordinadora de la Unidad de Idiomas
Universidad del Azuay

Cuenca, 20 de Febrero de 2016

Universidad del Azuay Av. 24 de Mayo 7-77 y Hernán Malo Telf.: (593) (07) 4091 000 Fax: (593) (07) 2815 997 Apartado 981 www.uazuay.edu.ec Cuenca, Ecuador



Appendix K: Role-play Scenario 1

Unit 11 – It's a Very Exciting Place! – Role Play Scenario

Date: April 25– 26, 2016

Objectives:

- Find traveling information about a city or country.
- Describe vacation spots to visit. Talk about cities and/or countries around the world.
- Give suggestions and recommendations about a place: What to do (or not to do) there.

Instructions:

1. Work in pairs: One of you will be a travel agent; the other will be a client looking for traveling information about a specific place.
2. With your computer, tablet, smart phone or electronic device, find **real** traveling information about the place of your choice.
3. Create a dialogue between the travel agent and the client. The dialogue should be minimum 3 minutes and maximum 5 minutes long.
4. Rehearse your dialogue.
5. Present your dialogue (and findings) to the class.
6. You can support your information with pictures, a short video, a Power Point presentation, and / or travel brochures.

Travel Agent
<ul style="list-style-type: none">• Greet the costumer• Ask questions to find out the costumer's needs and likes.• Look for information in your electronic device.• Provide answers to your costumer's questions.• Give suggestions about what to do or not to do in the place.• Tell the client what he/she should see in that place.

Traveler:
<p>Ask questions to find out the following information:</p> <ul style="list-style-type: none">• Cost of tickets / transportation / Time schedule• Best time to go• Weather information• What to see and do there• What not to miss• Information about safety



Appendix L: Role-play Scenario 2

Unit 12 – It really works! – Role Play Scenario

Date: May 4, 2016

Objectives:

- Talk about problems (Health, relationship, work or university, family, etc.)
- Ask for advice
- Give suggestions
- Use adjective + infinitive, noun + infinitive (It's a good idea to... It's important to...)
- Use modals should, can, could, may

Instructions

- In groups of 3 or 4, work together to create a radio show.
- The name of the show should reflect the type of advice you will give. For example, "Dr. Health" could be the name for a show that talks about health problems.
- There will be a host (or two hosts) in the program. The host receives phone calls from some listeners and gives advice about their problem.
- The caller (a person who is listening to the radio show), will call the program and ask for advice about a particular problem he/she has.

*Be creative about the problem.

*You don't have to use health related vocabulary, but use modals (Should, can, could), and adjectives / nouns + infinitives (It's a good idea, try not to..., it's helpful to...).



Appendix M: Role-play Scenario 3

Unit 13 – May I take your order? – Role-play Scenario

Date: May 17- 18, 2016

Objectives:

- Talk about food.
- Agree and disagree about food preferences using so, too, neither, and either.
- Order food at a restaurant using the modal verbs would and will.

Instructions:

1. Work in groups of minimum 2, maximum 4 people.

- Create a restaurant menu with a choice of appetizers, main dishes, side dishes (soup - salad), beverages, and desserts.
- Use pictures of each kind of food you will serve in the restaurant.
- Include the prices for each plate.

2. Prepare a role-play in which one person acts as a server and the others act as clients.

- **Order food** from the menu using modals would and will.
- **Agree or disagree** with your friends' food choices.
- **Do small talk** (Chit-chat) while you wait for the food to come.
- **talk about the food** you are ordering. Use some expressions learned during the unit, for example: "I'm in the mood for...", "I can't stand...", "I love ..."
- **Ask for the check and split the bill.**

Recommendations:

- Be creative with your dialogues.
- Remember to use facial expressions, pitch and tone of voice to convey meaning to your dialogues. (Recall Friends video)
- Use props (real or play food) to support the acting.

***** Please give the menu and a written copy of your dialogues to your teacher after the play.***



Role Cards – Unit 13 – May I take your order?

Server:

- Greet the customers.
- Offer them the menu and give them time to decide and talk about their food choices.
- Take the order. Ask follow-up questions, for example: Would you like.... with your salad?
- Bring the food and ask for something else.
- Find out how the clients are going to pay for the food.
- Bring the check and tell the customers how much they must pay.

Customers:

- Talk about the restaurant and the food (useful expressions: I'm in the mood, I'm crazy..., etc.)
- Answer the server with proper and polite answers.
- Ask questions about the food.
- Decide on the menu.
- Talk about the food and agree or disagree with your friends using so, too, neither, either.
- Two of you are going to split a plate. Talk about it.
- Order some food and beverages.
- Ask for dessert.
- When you finish eating, ask for the check and decide on a payment form.



Appendix N: Role-play Scenario 4

Unit 15 – I’m going to a soccer match – Role-play Scenario

June 7 – 8, 2016

Organizers

1. **Two people in your group will organize an event: party, picnic, barbeque, family gathering, etc.**
 - Agree on what to bring and who will bring each thing.
 - Agree on a place and time.
 - Set up details
2. **Then invite two other people to your event. Use expressions with going to + verb or present continue.**
 - Be prepared to answer follow-up questions from your guests.

Guests

1. **You are going to be invited to an event. Ask questions to get the details, for example place, time, etc.**
2. Accept the invitation. (one person)
3. Refuse the invitation and give an excuse. (another person)

Remember to use non-verbal cues (body – language) and expressions such as: “Really?”, “That sounds good/fun”, etc. to express your feelings.



Appendix O: Statistical Tests – Normal Distribution

The results from the PLOT show that data from the pre-test and post-test do not present a normal distribution.

Table 1

Statistical Data - Speaking Pre-Test Scores

Valid	Frequency	%	Accumulated %
36	1	5	5
55	1	5	10
81.5	1	5	15
83	1	5	20
89.5	1	5	25
97	1	5	30
98.5	1	5	35
103	1	5	40
103.5	1	5	45
105	1	5	50
106.5	1	5	55
108	2	10	65
112	1	5	70
112.5	1	5	75
115.5	1	5	80
118.5	1	5	85
122	1	5	90
127	1	5	95
135.5	1	5	100
Total	20	100	

Table 2

Descriptive Statistics - Speaking Pre-Test Scores

N		Media	Median	Standard Deviation	Range	Minimum	Maximum
Valid	Lost						
20	0	100.875	105.75	23.43068	99.5	36	135.5

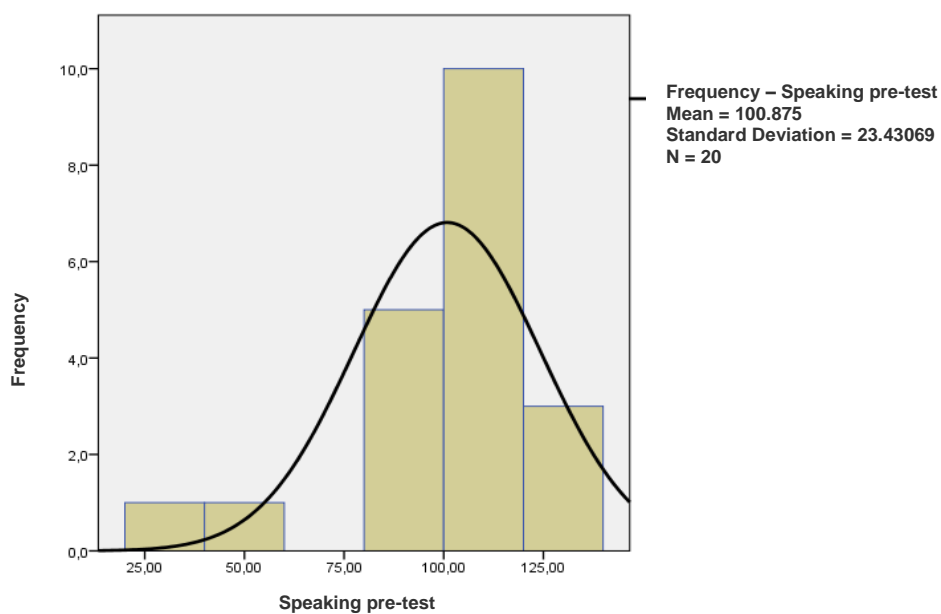


Figure 1. Speaking pre-test – standard deviation

Table 3

PLOT – Speaking Pre-Test

Estimated Distribution Parameters		
Normal Distribution	Placement	Speaking pre-test
		100.88
	Scale	23.43

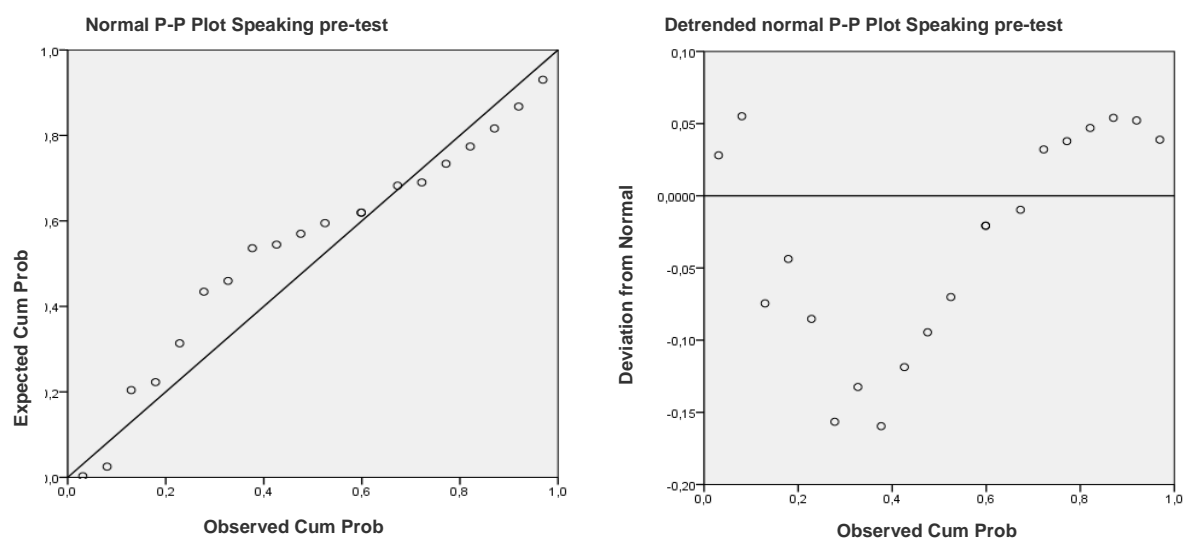


Figure 2. Normal P-P of speaking pre-test and detrended P-P of Speaking pre-test



Table 4
Statistical Data – Speaking Post-Test Scores

Valid	Frequency	%	Accumulated %
103.5	1	5	5
104	1	5	10
110	1	5	15
113	1	5	20
132.5	1	5	25
136	1	5	30
137	1	5	35
137.5	1	5	40
139	2	10	50
139.5	1	5	55
140	2	10	65
140.5	1	5	70
141	2	10	80
143	1	5	85
147	1	5	90
148	1	5	95
149	1	5	100
Total	20	100	

Table 5
Descriptive Statistics – Speaking Post-Test Scores

N		Media	Median	Standard Deviation	Range	Minimum	Maximum
Valid	Lost						
20	0	134.025	139.25	14.21311	45.5	103.5	149

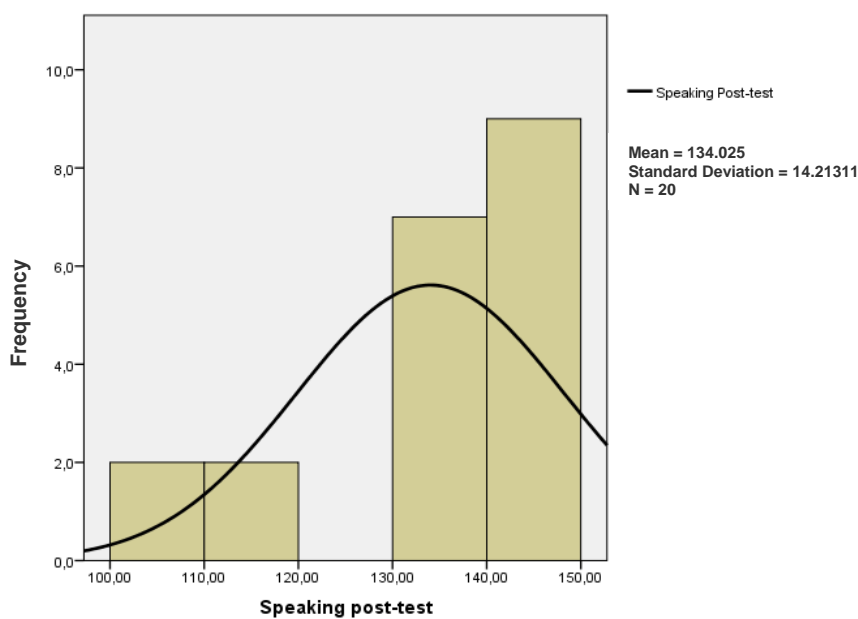


Figure 3. *Speaking Post-test – standard deviation*

Table 6

PLOT – Speaking Post-test

Estimated Distribution Parameters		
		Speaking post-test
Normal Distribution	Placement	134.025
	Scale	14.21311

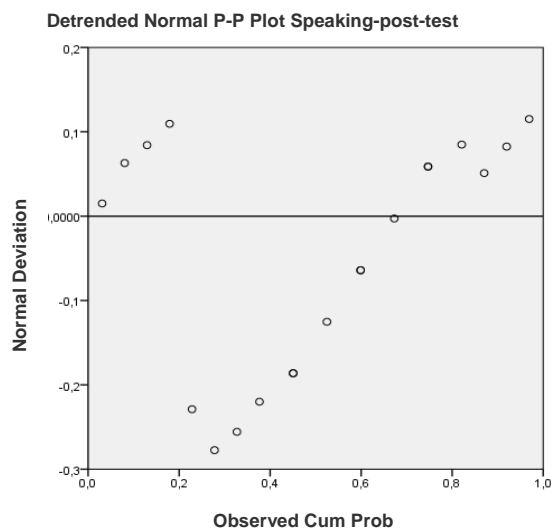
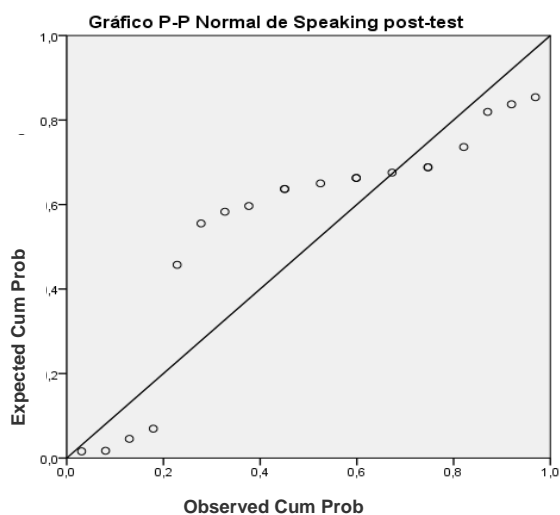


Figure 4. *Normal P-P of speaking post-test and detrended normal P-P plot of speaking post-test*